



Bridge to Success

Teacher's Guide

12

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MINISTRY OF EDUCATION

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Grade 12 Teacher's Guide

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"Extensive knowledge and modern science must be acquired. The educational process we see today is in an ongoing and escalating challenge which requires hard work. We succeeded in entering the third millennium, while we are more confident in ourselves."

H.H. Sheikh Khalifa Bin Zayed Al Nahyan

President of the United Arab Emirates





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استلهمت ألوان العلم من البيت الشهير للشاعر صفي الدين الحلي:

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2. متحدون في المصير

- المضي على خطى الآباء المؤسسين.
- أمن وسلامة الوطن.
- تعزيز مكانة الإمارات في الساحة الدولية.

1. متحدون في المسؤولية

- الإماراتي الواثق المسؤول.
- الأسر المتماسكة المزدهرة.
- الصلات الاجتماعية القوية والحيوية.
- ثقافة غنية وناضجة.

4. متحدون في الرخاء

- حياة صحية جديدة.
- نظام تعليمي من الطراز الأول.
- أسلوب حياة متكامل.
- حماية البيئة.

3. متحدون في المعرفة

- الطاقات الكامنة لرأس المال البشري المواطن.
- اقتصاد متنوع مستدام.
- اقتصاد معرفتي عالي الإنتاجية.

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Scope and Sequence

	Reading/Topic	Listening/Speaking	Use of English	Vocabulary	Writing
Unit 1 Travel and tourism Pages 6–25	Top destinations in the world; travel broadens the mind	Listening: Group discussion about personal holidays Airport flight announcements Speaking: Mini presentations Discussing and exchanging ideas Discussing and reflecting	Frequency expressions Mixed conditionals	Holidays Destinations Travel Jobs within the airline industry	Short informative texts Introductions for discursive texts Discourse features of cohesion and coherence
Review Project	Review of Unit 1 Plan a holiday and design a poster				
Unit 2 The Arab world Pages 26–45	The art of henna; the Majlis	Listening: Radio interview with a professor about trade and trains in the UAE One-to-one conversation about weddings	<i>would/used to</i> for repeated actions in the past Complex pre-modified noun phrases	Trade and transport Henna Weddings Al Janadriyah The Majlis The mosque	Labelled diagrams and descriptions Summarising paragraphs Mind mapping Note-taking
Review Project	Review of Unit 2 Presentation/proposal for next year's Al Janadriyah festival				
Unit 3 Digital communication Pages 46–65	From telegraph to text; online safety; Blogging; the voice-activated 3D micro-printers for the home	Listening: A lecture about the evolution of global communication Monologue on texting as a form of communication Interaction between voice activation system and home owner Speaking: Exchanging information Discussing, collaborating and expressing opinions	Relative clauses <i>Going to</i> for prediction	Global communication, texts, telegraphs, online safety, personal communication devices, blogging, smart homes	Short opinion texts; Short instructional texts; Presenting data, register
Review Project	Review of Unit 3 Plan and design a smart home of the future				

	Reading/Topic	Listening/Speaking	Use of English	Vocabulary	Writing
Unit 4 Arts and theatre Pages 66–85	Architecture as art; <i>The Bull and the Donkey</i> ; recount of a personal adventure story; a play script	Listening: Interview with the proprietor of the first art gallery in Dubai <i>The Hare with Many Friends</i> Director of play giving stage directions Speaking: One-to-one exchanges Discussing and expressing preferences Story telling	Reporting verbs Phrasal verbs	Art and art galleries Architecture Story-telling Theatre and plays	Conventions of narrative texts Body paragraphs/expanding ideas Use of direct and indirect speech Informal personal emails Play scripts
Review Project	Review of Unit 4 Write and perform a short play				
Unit 5 Films and celebrities Pages 86–105	Celebrity gossip magazines; transcript of an interview about celebrity and what it means; informational text about the film industry; article about Bollywood	Listening: Five promotional audio files for a variety of film genres Radio interview with writer about book on celebrity and what it means Speaking: Discussing and reaching consensus Recounting/summarising heard information Expressing feelings and reactions Self-monitoring and repair Presenting	Reporting verbs phrase pattern Passive voice – present simple, past simple, present perfect, future	Films Celebrity and celebrities Fame Production of films (3D and VR) Bollywood	Short informal magazine article Short newspaper article Processes and supporting diagrams Informational poster
Review Project	Review of Unit 5 Make a movie				
Wordlists 106–110 Audioscript 111–124					

Welcome to *Bridge to Success Grade 12*

Bridge to Success is a twelve-grade course for learners of English as a Second Language (ESL). The twelve grades range from the beginning of cycle 1 to the end of cycle 3. The course has been designed to fulfil the requirements of the English as an International Language (EIL) National Learning Standards Unified Framework.

Bridge to Success Grade 12 consists of twelve thematic units of study, which include a range of activities, text types and objectives, split over three terms.

The materials reflect the following principles:

- **An Emirati focus, with an international perspective.** Specifically developed for young learners throughout the United Arab Emirates, the themes, situations and literature covered by *Bridge to Success* strive to reflect the Emirati context and encourage learners' curiosity about the wider world. This fosters respect and interest in other cultures and leads to awareness of global citizenship.
- **An enquiry-based, language-rich approach to learning.** *Bridge to Success* engages children as active, creative learners. As learners participate in a wide variety of curriculum-based activities, they simultaneously acquire content knowledge, develop critical thinking skills and practise English language and literacy. The materials incorporate a 'learning to learn' approach, helping children acquire skills and strategies that will help them approach new learning situations with confidence.
- **English for educational success.** To meet the challenges of the future, children need to develop facility with both conversational and academic English. From the earliest stage, *Bridge to Success* addresses both these competencies. *Bridge to Success* presents authentic listening and reading texts, writing tasks, and end-of-unit projects similar to those learners might encounter in English-medium and international schools. Emphasis is placed on developing the listening, speaking, reading and writing skills learners will need to be successful in using authentic English-language classroom materials.

- **Rich vocabulary development.** Building a large and robust vocabulary is a cornerstone to success in both conversational and academic English. *Bridge to Success* exposes learners to a wide range of vocabulary. Many opportunities for revising these words and using them in personalised, meaningful ways are woven into the activities and lesson plans.
- **Individualised learning.** We approach learning in an individual way by both acknowledging the individual nature of the knowledge and background of each child and encouraging their specific input. We also provide for differentiated learning in the classroom by offering a range of activities of varying difficulty and guidance for tailoring activities to the needs of different learners. Detailed support for this is provided in the lesson plans in this book.
- **Integrated assessment.** Throughout the course, teachers informally assess their learners' understanding of language and concepts. The Teacher's Guide provides suggestions for extending or re-teaching language skills based on learners' demonstrated proficiency. An end-of-unit Review in the Coursebook provides a simple-to-use evaluation measure: a quick progress check on learners' understanding of key ESL and early literacy skills. At the end of each unit, learners apply the skills and knowledge they have acquired as they work in groups to create and present a project. This provides teachers with an excellent performance assessment opportunity.

We hope that you and your learners will enjoy using these materials as much as we enjoyed developing them for you.

The *Bridge to Success* team

A Components

Bridge to Success offers the following components:

- The **Coursebook** provides the core input of the course and consists of twelve thematic units of study. Each unit contains 17 and 18 lessons developed around a unifying theme. The materials feature skills-building tasks for listening, reading, writing and speaking, with each unit developing a language focus. In addition, there is a strong vocabulary-building element to the course.
Materials are aimed at the learner with all the experiences that they bring to the classroom. Learners are encouraged to see the moral and social values that exist in many of the course texts, and find opportunities to reflect on these. Learners need to be exposed to many different forms of text topics and styles in order to develop the skills of assessing, interpreting and responding appropriately to content. Therefore the course aims to provide a variety of factual and fictional texts, dialogues and poetry, on a range of different topics, at the appropriate level.
- The **Audio CDs** include all the listening material needed for the Coursebook and Workbook. The listening material supports the Coursebook with listening and pronunciation. We recommend that learners are encouraged to use the Audio CDs at home to practise the songs and stories, and to show their parents what they know.
- The **Workbook** provides production, reinforcement and consolidation activities, as well as lead-in tasks to support the Coursebook.
- The **Teacher's Guide** includes the lesson plans for each lesson, providing guidance about how the Coursebook, Workbook and audio can be used in the classroom.
At the end of the Teacher's Guide, photocopiable activities (PCMs), cross-referenced in the lesson plans, provide extra support for selected lessons.

B Unit structure

Bridge to Success Grade 12 contains ten units, spread over three terms. Each unit in the Grade 12 Coursebook is structured as follows.

- A central topic or theme is developed over 17 or 18 lessons.
- Each core lesson uses the Workbook to develop learners' language skills, as well as explore and develop content knowledge.
- Practise and Prepare lessons provide an opportunity for consolidation and recycling of vocabulary and skills. These lessons can be used to informally assess learners' progress, address misconceptions, and inform subsequent teaching strategies.
- A Review lesson provides an end-of-unit check of learning, giving the teacher a clear and regular view of learner progress.

- Each unit ends with two Project lessons, which provide an integrated skills focus. The first lesson provides learners with a challenge, which they will complete in preparation for the second lesson. In the second Project lesson, learners present their projects, and are guided to reflect on their own learning.

C *Bridge to Success* features

Bridge to Success uses a range of features to guide and support teaching and learning. These are used throughout the Coursebook, and may also be used in the Workbook.

- **Language Tip:** A concise tip to help illustrate key language points. These can be used to model examples for learners, or for learners to refer to independently for support during an activity.
- **Writing Tip:** A concise tip to support the development of writing skills, which can be used as a teaching item or reminder for learners of key writing principles.
- **Use of English:** A tutorial of a grammar point, explaining when the point applies and providing modelled examples. These features often pre-teach language points, which learners then apply through a following activity.
- **Vocabulary:** A simple definition to help learners understand new vocabulary within an activity.
- **Did You Know?:** An engaging fact to inspire learners, which can be used to prompt discussion, or as an extension opportunity.
- **Listening Strategy:** A pre-listening briefing that will help learners apply a range of different listening techniques, and enable learners to choose appropriate listening strategies depending on the requirements of the activity.
- **Reading Strategy:** A pre-reading briefing that will help learners apply a range of different reading techniques, and enable learners to choose appropriate reading strategies depending on the requirements of the activity.
- **Speaking Tip:** A concise tip to support learners in developing fluency, which can be used as preparation for a speaking task.

D Lesson plans

The lesson plans include all you need to know in order to successfully teach using the new Coursebook materials. These provide guidance for leading into and out of activities in the Coursebook and Workbook, as well as teacher-mediated activities.

The lesson plans contain a number of common elements to support you in understanding the lesson aims, and adapting your practice to suit learners' needs.

- **Learning objectives:** Skill-based, high-level objectives that are being developed through this lesson.
- **Learning outcomes:** What learners will be able to achieve by the end of the lesson.

- **Link to prior learning:** How this lesson builds on prior knowledge and skills; this can be used to identify skills or knowledge to refresh learners' understanding at the start of the lesson.
- **21st Century Skills:** The 21st Century Skills or Themes developed through the lesson. Skills are generally developed through activities, whereas Themes tend to be developed through the content of the lesson.
- **Key vocabulary and key expressions/structures:** Active language introduced, used or developed through this lesson.
- **Common misconceptions:** Highlights common errors or misconceptions; these can be targeted and addressed with intervention to ensure learners have a solid foundation.
- **Differentiation activities:** Adaptations for activities to suit learners who need more scaffolding or challenge.
- **Learning styles catered for:** The different learning styles addressed through this lesson plan. You can adapt these lessons using the Teaching Strategies to address different learning styles, depending on the learning preferences of your class.
- **Assessment for learning opportunities:** To be completed by the teacher, these identify different assessment for learning techniques, which may be applied in the lesson.
- **Standards/SLOs:** The principal SLOs from the UAE Ministry of Education EIL Framework that are addressed through this lesson.

E Customising your lessons

This Teacher's Guide provides a comprehensive set of lesson plans to support you in using the Coursebook, Workbook and accompanying audio. However, each teacher and each class is different, and we encourage you to reflect on what works for you and your learners, and to tailor lessons to ensure high-quality outcomes.

Before using the Coursebook

- Warm up (Do warm-up etc.).
- Pre-teach and practise key language that learners will encounter in the Coursebook and Audio CDs. (Try to make learning experiences concrete, interactive, motivating.)

While using the Coursebook

- Keep learners engaged in an active way.
- Use the illustrations as a conversation starter – ask learners to discuss what they think the image shows, etc.
- Vary the group dynamics in the lesson: move from whole group response to individual response to pairwork, etc.
- Provide opportunities for learners to ask questions, as well as to answer them.
- Encourage learners to identify their own misconceptions and mistakes through questioning.
- Encourage learners to use language structures and vocabulary to talk about their own ideas, opinions and experiences.

- In class discussions, nominate a learner to write ideas on class charts. You can refer back to these charts in later lessons.
- Adjust your reading and writing expectations and instructions to suit the literacy level of your learners.
- Use the Teaching Strategies section in this Teacher's Guide to adapt the different types of activity in the classroom, and to customise feedback strategies.

Using the Workbook and further suggestions

- Use the Workbook pages related to the Coursebook pages.
- Depending on the ability of the learners, use the stretch and support differentiation activities in the lesson plans to adapt the activities as required.
- Do a Wrap up activity or game at the end of every lesson.

F Assessment

We recommend that you take the time and opportunity to observe and monitor the progress and development of your learners. Many opportunities for informal assessment are provided through the Practise and Prepare lessons and end-of-unit projects as well as regular self-assessment opportunities.

At the beginning of the year, create individual portfolio folders to keep work that shows how the learners have been meeting the curriculum objectives. Use the portfolio to create a feeling of achievement and pride in learners about what they have achieved over the year. Keep this portfolio for parent–teacher meetings and send it home to show the parents/carers either at the end of each term or the end of the year. You might also want to include a letter to parents/carers outlining what the learners have achieved over the year.

Assessment for learning

Assessment for learning is a teaching strategy based around continual informal assessment of learner understanding, which then informs subsequent teaching decisions. Each lesson plan provides space and opportunities for you to apply assessment for learning techniques.

- **Observations:** Observing learners during tasks can help identify confidence, misconceptions, engagement and understanding of the task itself. This allows opportunities for individual interventions to address immediate learning needs.
- **Student self-assessment:** Self-assessments based around can-do statements provide an insight into learners' confidence of their own knowledge and skills, which can be used to address common or individual perceived weaknesses. It's important to combine self-assessment with other forms of formative assessment to ensure learners' confidence matches the accuracy of their understanding.
- **Oral questioning:** One of the simplest methods of eliciting feedback, oral questioning can help identify individual and group understanding. Questions may be directed at individual learners, groups of learners, or the whole class, although the teacher needs to

make sure the feedback sessions are not dominated by the most confident learners. The feedback can inform whether learning points are reinforced, or whether the class is ready to move on.

- **Peer assessment:** Peer assessment develops learners' metacognition and their ability to articulate rules and conventions. The teacher should provide a model of peer assessment at the start of the activity to set out parameters, and to demonstrate constructive feedback. Peer assessment can be incorporated in a variety of ways:
 - Combined with oral questioning, peers can assess whether a learner's answer is correct, and if not, be encouraged to provide a correct answer and – if relevant – an explanation of why this is correct. This technique can help learners internalise and deepen their understanding through articulating rules and conventions in their own words.
 - As a differentiated activity, pairing able learners with those who need more support. The more able learners can provide support, reinforcing the strength of their own understanding through articulation and explanation.
 - As an extension to presentations, where peers ask questions of the presenters. This can help teachers assess the depth of understanding of both the presenters and the audience, and identify learning points to reinforce as a result.
 - Written work may be peer assessed, providing that learners have a clear marking guide to follow. Activities requiring objective answers (e.g. True/False, matching, etc.) can be facilitated quite easily, whereas more open-ended writing tasks may require dictionaries and teacher input to ensure the peer assessment is successful.
- **Quizzes:** Quizzes provide an objective measure of learners' knowledge, and can be run as competitive activities (e.g. backs to the board, see Teaching Strategies), paper-based tasks (e.g. an informal test) or online (e.g. a multiple-choice test, with instant feedback). Consideration needs to be given to the style of question (free response, multiple choice, etc.) and the breadth of the domain tested (e.g. whether the quiz tests a specific language point, the lessons' content, or broader). Regular use of quizzes can help build a data-informed picture of how the class is progressing, and whether there are areas of individual or collective weakness that need to be addressed.
- **Student presentation:** Presentations require learners to demonstrate their understanding and application of language. Misconceptions can be identified through directed questioning, which may be broadened out to the whole class through discussion, and addressed immediately through intervention.
- **Written work and feedback:** When learners submit written work, they should receive feedback as soon after submission as possible. Feedback should be encouraging, but identify and address errors and misconceptions. Common misconceptions or errors in the class can be addressed through whole-class

teaching or activities, whereas individual errors should be addressed one-on-one through feedback.

- **Feedback:** Regular feedback is a key feature of assessment for learning, and should be a part of each activity. An important function of feedback is to ensure learners acquire knowledge and skills correctly and accurately, so each lesson builds on solid foundations. Feedback can directly and informally reinforce learning points where required (e.g. correcting common spelling errors, pronunciation issues, grammar misconceptions, etc. during the activity), or include more formally structured teaching of specific points (e.g. addressing a misconception or weakness common to the class).

In addition to the highlighted techniques in the lesson plans, the following strategies can be applied to embed assessment for learning in the classroom.

- Using objectives and outcomes for measurable learning or meeting set criteria. Where learning outcomes are clearly measurable (for example, learners will be able to write a sentence in the past simple and the past continuous tenses activities) that require learners to demonstrate these specific outcomes can be used to assess learners' mastery of the skill or knowledge.
- Using technology to provide instant feedback. If your class has individual access to digital devices, a range of simple-but-powerful tools are available to support monitoring of individual and group understanding. Quizzes can provide a change of pace in the classroom and an element of competition (to which learners often respond well). Instant feedback can then be used to inform your teaching; is the class ready to move on, or does a key learning point need to be reinforced? Technology services supporting this technique include:
 - Kahoot (<https://getkahoot.com/>) enables you to create a learning game that can be used in the classroom. Requires individual device access and an Internet connection.
 - Nearpod (<https://nearpod.com/>) enables you to create an interactive presentation to share with your learners, and collect data. Nearpod can be used in the classroom, or as homework. Requires individual device access and an Internet connection.
 - Socrative (<http://www.socrative.com/>) enables you to use real-time questioning and real-time data to assess learner understanding. Requires individual device access and an internet connection.

G Common mistakes

The Cambridge English Corpus is a multi-billion word collection of written, spoken and learner texts; it is the largest of its kind in the world. The Corpus breaks down into several smaller corpora, including the Cambridge Learner Corpus, a unique 50 million word collection of exam scripts written by learners all over the world. Analysis of this resource has identified a number

of common misconceptions and errors made by Arabic learners of English at CEFR A1, A2 and B1.

Spelling errors

Doubling and clusters of vowels appear to present a particular challenge for Arabic-speaking learners – for example, *quiet, because, friend, people, restaurant, beautiful, country, receive*. Silent consonants (*should, which, etc.*) and the silent *e* (*there, before, etc.*) also appear in the list of frequently mis-spelled words.

Target Word	Errors (in order of frequency)
because	becouse, becaus, becuse, beacuse
friend	frind, freind
different	diffrent
people	pepole, peaple, peopl, peopl
interesting	intersting, intresting
restaurant	resturant
beautiful	beatiful, beutiful
there	ther
before	befor
with	withe, whit
country	contry, contre
their	thier
together	together
like	lik
receive	recieve, recive
which	wich
wishes	weshes, wiches, whishes
important	importent
should	shoud,
tomorrow	tomorow, tommorow, tommorrow
always	alway, allways

Missing a or an

This error is seen most frequently when an adverb and adjective intervene between the needed indefinite and the noun. This error is most frequently preceded by *it is* or *it's*.

- Example error: *It's very nice place.*
Corrected: *It's a very nice place.*

Missing the

The is frequently missing before nouns. Common nouns associated with this problem include: *same, UK, countryside, centre, internet, wedding, channel, cinema, city, museum, station, news, afternoon, same, weekend, USA, first, time, other*.

In addition, *the* is often missed before ordinals at the start of a sentence.

- Example error: *First thing I would like to tell you is that I love shopping.*
Corrected: *The first thing I would like to tell you is that I love shopping.*

Missing pronouns

It, you and *I* are the most frequently missing pronouns in the following instances:

- Missing *it* as an object pronoun: *My father gave me it when I was 13 years old.*
- Missing *you* as an object pronoun: *I want you to come with me.*
- Missing *I* as a subject pronoun: *I hope I see you soon.*

Missing conjunction

And is a common omission for Arabic learners.

Examples include:

- *It was full of flowers and green trees and there were places for cycling.*
- *There is a big sitting room, and there is a sofa, an armchair and a bookcase.*
- *My friend likes football and swimming.*

Missing be before adjectives in descriptions

The copula *be* presents a particular challenge as there is no *to be* in Arabic in the present tense. *Be* is the only significantly omitted verb, and because this error occurs with the present simple and progressive tenses, it needs particular attention from an early stage.

Frequent instances of this omission include:

- Missing *be* before adjectives in descriptions.
 - *I liked the competition because it was very interesting.*
 - *I will be very happy if you come.*
 - *The theatre is near my house.*
- Before the prepositions for talking about when or where something is or happens.
 - *My house is next to the bus station, opposite the bank.*
 - *Dinner time is at 6 o'clock in the evening.*
- Before *-ing* forms in present continuous.
 - *The place I am staying in is amazing.*
 - *She is studying with me.*
 - *So we are planning to go to that park together.*

Verb agreement with be

As above, the lack of an equivalent for *to be* in the present tense in Arabic is likely the source of the frequency of errors around verb agreements involving *be*.

- Example error: *Two men was near his car.*
Corrected: *Two men were near his car.*
- Example error: *Young people is important in society.*
Corrected: *Young people are important in society.*

Using in instead of at or on, and vice versa

Using *in* instead of *at* is the most frequent wrong-preposition error, followed by using *in* instead of *on*.

The most frequent instances of *in* instead of *at* concerns the following:

- With clock time when talking about times or occasions.
Example error: *The weather is very good in this time of year.*

Corrected: *The weather is very good at this time of year.*

- With *house* and *home*.
Example error: *Can you come to dinner with me in my house?*
Corrected: *Can you come to dinner with me at my house?*
- With *work*, *college*, *school*, *university*, etc.
Example error: *I met her in my work.*
Corrected: *I met her at my work.*
- In the phrase *at the weekend*.
Example error: *I really enjoyed shopping in the weekend.*
Corrected: *I really enjoyed shopping at the weekend.*
- With events, such as party, wedding, concert, etc.
Example error: *See you in the party.*
Corrected: *See you at the party.*

The most frequent instances of *in* instead of *on* concerns the following:

- With days of the week.
Example error: *I will visit you in Sunday at about 2 o'clock.*
Corrected: *I will visit you on Sunday at about 2 o'clock.*
- TV.
Example error: *Sometimes I see old serial dramas in TV.*
Corrected: *Sometimes I see old serial dramas on TV.*
- Day, birthday, holiday.
Example error: *We had a good time in this holiday.*
Corrected: *We had a good time on this holiday.*

Punctuation with apostrophes

Apostrophes are a common problem area for most groups of learners, not just learners whose first language is Arabic. The most frequent error types are listed below.

- Confusion between *I'm* and *I am*, resulting in *I'am*.
Example error: *I'am writing to tell you my news!*
Corrected: *I am writing to tell you my news!*
Or *I'm writing to tell you my news!*
- Confusion between *it's* and *its*.
Example error: *I've got a new phone. I like it's camera and it's screen.*
Corrected: *I've got a new phone. I like its camera and its screen.*
- Forming plural nouns with apostrophes, which may be a result of confusion with possessive 's.
Example error: *My friend's gave me a mobile, but my parent's gave me a computer.*
Corrected: *My friends gave me a mobile, but my parents gave me a computer.*
- Using *its* in place of *it's*.
Example error: *Its a big place and its nice as well.*
Corrected: *It's a big place and it's nice as well.*
- Possessive *s* with missing apostrophe.
Example error: *My friends name is Dalal.*
Corrected: *My friend's name is Dalal.*

Overuse of *it* as a pronoun between subject and verb

This is a particularly frequent error for Arabic learners, although it is becoming more common among native speakers, especially in relative clauses.

- Example error: *You know I don't know if Oman's weather it will be very good.*
Corrected: *You know I don't know if Oman's weather will be very good.*
- Example error: *You can catch the bus that it stops across from our house.*
Corrected: *You can catch the bus that stops across from our house.*
- Example error: *The information you sent it to me by email was great.*
Corrected: *The information you sent to me by email was great.*

Over-long sentences

Sentence boundaries are a problem area for all learners (not just those with Arabic mother tongue), but not beginning a new sentence when required is by far the most frequent punctuation error of Arabic speakers. Run-on, or overly long sentences are common, even at lower levels where learners' language normally limits them to simple short sentences. Learners may construct short sentences, but neglect punctuation to mark the start and end of sentences.

Teaching Strategies Grades 10–12

Teaching Strategies Grades 10–12

This section provides definitions for a range of different teaching strategies that can be used in the classroom, as well as information on the rationale for each activity.

Teacher-led strategies (direct instruction)

Guided discovery

The teacher leads and supports the learners in the acquisition of skills and knowledge through modelling and step-by-step practice, until learners are able to apply the skills and knowledge independently.

Learners may be provided with an example of a language item in action, for example in a piece of text, and they are then supported and encouraged by the teacher to discover and summarise the rule themselves.

Independent reading

Independent reading encourages learners to read silently on their own with minimal guidance or interference from the teacher. It provides opportunity for learners to practise reading skills, building fluency and confidence. They expand their knowledge as readers and build stamina. Learners may be provided with specific texts or a selection of varied reading material. For independent reading to be successful and enjoyable, learners should be able to access it at a 98 per cent accuracy level.

Visual stimuli

Visual stimuli are an important component of individual learning materials, as well as of the classroom environment as a whole. Visual stimuli provoke discussion and engage learners in the lesson focus.

Learners are provided with visual stimuli such as images, cues, objects or environments to support them in making associations and connections in processing, memorising and recalling information.

Cloze

Cloze is used to assess literacy skills such as predicting meaning, developing vocabulary, applying prior knowledge and understanding textual information.

- Learners fill in or complete letters, words and phrases that are deliberately omitted from written or oral text.
- For support, learners may be separately provided with the letter, words and phrases that are required to complete the text.

Organised grouping strategies (cooperative)

Jigsaw

The jigsaw strategy uses the gradual culmination of smaller learner groups into larger groups to piece together information for a task.

- The teacher arranges the learners into small groups.
- Each small group or individual group member is assigned a different piece of information.

- Group members then join with members of other groups assigned the same piece of information, and research and/or share ideas about the information.
- Eventually, learners return to their original groups to piece together a clear picture of the topic at hand.

Mentoring

Learners are supported by an experienced or knowledgeable person who acts as a mentor. The term 'mentor' may refer to teacher-advisors, peer tutors and community mentors in a variety of settings.

- The teacher works with the mentor to create a support programme for the learner, which may be short-term or long-term depending on the learner's needs and the task requirements.
- The mentor provides one-on-one advice or training to support the learner in exploring ideas, taking risks, testing conclusions and obtaining feedback.

Peer practice

Learners work together in pairs or small groups (allocated by the teacher) to help each other to review, drill and rehearse to check knowledge, deepen understanding and develop skills.

Peer teaching

Learners (individuals or small groups) who are competent in a skill, or knowledgeable in a topic act as 'experts' to teach what they know to their peers.

Socratic discussion

This process encourages divergent thinking rather than convergent. Participants feel a certain degree of emotional safety when they understand that this format is based on discussion and not debate. The goal is for learners to help one another understand the ideas, issues and values reflected in the text. They are responsible for facilitating a discussion around ideas in the text rather than asserting opinions.

- Learners are given the opportunity to examine a common piece of text.
- After reading the text, open-ended questions are posed and discussed.
- Open-ended questions allow learners to think critically, analyse multiple meanings, and express ideas with clarity and confidence.

Debate

A debate is a structured argument during which two teams of learners speak alternately for and against a controversial topic. It is a successful strategy used for improving speaking skills and is particularly helpful in providing experience in developing a convincing argument. Debates can be formal or informal.

- The teacher provides, or decides in collaboration with learners, a controversial topic.
- The teacher divides the class into two teams – those who agree and those who disagree with the controversial topic.

- Learners are given time to research, make notes and prepare their arguments.
- Learners from each team take turns to present their arguments as clearly and logically as possible.

Interview

A person (the interviewer) engages in a conversation with another (the interviewee) in order to gather personal information and opinion, practical experience, and advice. The person interviewed is often an expert or a person in the role of an expert. The person being interviewed could be a teacher or learner in role, or an external expert.

Collaborative learning

Learners work together in pairs or small groups to solve a problem, complete a task or create a product. They participate in thoughtful discussion, and develop a more positive attitude about learning and each other by working together.

- Learners engage with one another and are responsible for making sure that everyone understands the task.
- The teacher facilitates collaborative learning by organising the learners into pairs or small groups that complement one another and by supporting the development of the group task.

Active strategies (activities)

Backs to the board

This is a competitive activity format that can be used to check vocabulary or knowledge.

- The teacher divides the class of learners into two or three groups.
- One learner from each group sits in a chair with their back to the board, facing their group.
- The teacher or a chosen learner writes a word on the board so that the learners sitting with their backs to the board cannot see the word.
- Each group provides hints to the learner from their group with their back to the board, who in turn attempt to guess the word.
- The first one to guess the word gets a point for their team.

Role-play

Learners act out or perform a particular role in order to explore and dramatise the thoughts, feelings, and experiences of another person in a simulated situation.

- The role-play may be conducted between two learners, a small group or as a whole class led by the teacher.
- Role-play may be performed and presented to the whole class where other learners may be invited to make comment and analysis on the content.
- Some role-plays may be simple re-enactment but role-play can also include learners' own development and interpretation of a given scenario.

Experiential learning

Experiential can be defined as 'learning through reflection on doing'.

It is vital that individuals are encouraged to directly involve themselves in the experience, and then to reflect on their experiences using analytic skills, in order that they gain a better understanding of the new knowledge and retain the information for a longer time.

Games

A game may be played using print, digital media, simulation or contest (competitive or cooperative) according to a clear set of rules in order to challenge and motivate learners to learn. This strategy is highly engaging, but all learners should understand the objectives and process of the game before playing.

Reading diary

The use of a reading diary or a response journal encourages learners to regularly write personal reactions to texts, activities and experiences in any subject area.

Learners' reactions may be formal or informal and include exploring, analysing, questioning, interpreting and appreciating new ideas and experiences.

Reading diaries may be kept as a personal account shared between the learner and the teacher or may be used to present ideas and reflections to the class.

Learning log

A learning log is a diary in which learners record their experiences, efforts and feelings. Learners reflect upon what they are learning and how they are going about learning it. Learning logs are useful because they promote metacognition. They enable the teacher to understand learners' perceptions and reactions to the materials being taught.

- The teacher provides guiding questions to encourage the correct use of the learning log. A limited number of questions from which learners may choose and a selection of questions that learners are required to respond to.
- The teacher provides time for learners to write in their learning log at regular opportunities.

Journals

A journal is an informal writing notebook used for a multitude of relaxed and creative writing opportunities. Learners are encouraged to write in a more fluid and natural manner than in other writing tasks. The teacher may encourage writing activities such as personal reflections, character writing, vocabulary stories or any other relevant topics.

The teacher may or may not mark the journal entries for accuracy but instead might provide a written response to the content. The teacher's response becomes similar to an ongoing dialogue with the learner and encourages them to write freely and confidently.

Some teachers extend the concept of a writing journal to encourage learners to contribute written articles or blogs for the online school blog or website.

Book reports

Writing a report about a book they have read encourages learners to think and write critically.

Learners practise describing, sequencing, expressing and justifying opinions whilst reviewing, summarising or commenting upon a book they have recently read. The teacher may provide a specific format or structure the learners should follow which may include details such as: book details, setting, characters, story, and reader's thoughts.

Projects/presentations

Learners learn about a subject by working for an extended period of time on a project to investigate and respond to a complex question, challenge or problem. Project tasks contrast with paper-based, rote memorisation, or teacher-led instruction that simply presents established facts or portrays a smooth path to knowledge, by instead posing questions, problems or scenarios. The project may be set by the teacher or may have initial input from the learners.

- The teacher should support the project by providing success criteria and access to resources that the learners may need to facilitate and develop their project.
- Projects may be presented to the class and learners may be asked to explain the process and outcome of their project.

Multimedia learning (video)

Learners may access ICT-based teaching resources provided by the teacher to facilitate learning such as audio and video extracts used within lessons to demonstrate vocabulary and speaking. Learners may also use ICT-based resources, such as interactive software or audio devices to record their own dialogues, to create projects and complete tasks.

Hot seating

The teacher decides on a specific conversation topic to frame the activity. This topic may be related to the current Coursebook unit (e.g. shopping, health care, holidays) or focused on a particular language structure being studied (e.g. the past tense, conditionals or descriptive vocabulary).

- One learner volunteers or is selected by the teacher to sit in the 'hot seat' chair at the front of the room.
- While in the hot seat, the learner has control of the class. They are responsible for selecting learners who have a question and addressing them directly by name, rather than looking at the teacher to facilitate the communication.
- The audience is responsible for listening to one another's questions and helping one another to ask appropriate questions, to incorporate pre-determined themes, vocabulary or grammar structures as much as possible, and to avoid repetition of questions.
- The teacher acts as a facilitator and support to provide prompts, model dialogue and encourage the progression of the session.

Reading race

The teacher prepares questions about the details of a text; these questions should be objective and have one clear defined answer. This activity can work both

before learners read a text and as a review activity when learners have finished the reading.

- The teacher organises learners into pairs with each learner having a copy of the text in front of them. Enough copies of the questions should be available for each pair.
- Learners are provided with the first question and race to find the correct answer. Once found, one partner should run their written answer to the teacher.
- If the answer is correct, learners are provided with the second question.
- The process is repeated until a group has answered all of the questions correctly.

This activity can be adapted to incorporate many versions of learners in pairs or small groups 'racing' one another to read pieces of text and find information as guided by the teacher.

Running dictations

Through this activity learners practise reading, speaking, listening, and writing; have to work together; and are also responsible for checking their own work.

- The teacher prepares two short texts, each taped to a wall.
- Learners are organised into pairs, with one learner being the writer and the other being the runner.
- The runner must run to the board where the first paragraph is displayed, read the text, run back to his or her partner, and repeat what he or she read.
- The writer's job is to listen to the runner and write down what is said. Usually it takes many trips to and from the board for the runner to relay the entire paragraph to the writer.
- When most groups are done, the writer can check the passage against what is displayed, and then roles are reversed and the second paragraph is used.

Find someone 'who ...'

The teacher tells the learners that they will ask each other questions. The goal is to ask everyone in class until the learners find someone who does that activity, has that characteristic or can answer the question.

- The teacher prepares a selection of 'find someone who ...' statements using vocabulary or concepts that relate to the current unit of study. For example, if you are teaching a unit on jobs: 'Find someone who can list tasks a farmer might have', 'Find someone who can describe the job of a doctor', etc.
- The teacher creates a variety of statements so that it will be easy to find a person with some characteristics, but not so easy to find others.

Strategies to promote thinking and problem solving (analysis)

Brainstorming

Learners share and record questions, ideas and examples that come to mind (without judgement or censure) about a central idea, topic or problem. Brainstorming is often presented visually using colourful posters that can be created by learners in small groups and presented to the rest of the class.

Mind map

A mind map is a visual and memorable way to organise, develop and record ideas. It is often created as a large colourful poster with the central key concept, idea or question placed in the middle of the diagram. Ideas and thoughts are then added as branches that radiate from the central point.

When ideas are added they can be grouped and connected through the system of branches. Using colours, symbols, words and images appeals to different learning styles and makes the process memorable for learners. Using a mind mapping strategy is helpful for making sense of new concepts, planning, organising, analysing and communicating ideas, thoughts and information.

Problem-solving

Learners use a variety of reasoning skills (e.g. inductive reasoning, deductive reasoning, exploring contrary examples, etc.) led by the teacher to engage a line of inquiry.

Problem-solving includes generating questions, making and carrying out a plan, testing hypotheses, constructing organised proofs and arguments, justifying conclusions, and eventually resolving a problem or mystery.

Opinion forming

Learners may receive a quotation from a text (before it is read) that includes evidence for one side or the other of an issue or argument. Learners share their quotations and their evolving opinions, with reasons and evidence to support them.

Alternatively the teacher makes a statement and encourages learners to form an opinion for or against the statement. Learners may be asked to move physically to opposing sides of the classroom to demonstrate their opinion. The teacher may then ask questions to encourage learners to justify and rationalise their opinions.

Reflection

Learners think deeply or carefully about information, an investigation, or problem in order to clarify their understanding in light of previous experience. Reflection may:

- include both formal and informal ways to think about the 'why' and 'how' of learning (e.g. in a journal or response log)
- incorporate wait time before learners respond to a question
- require learners to complete a criteria-based checklist as a group following an activity.

Problem-based Learning (PBL)

- The teacher sets the learners a problem-based task.
- Learners are organised into small groups by the teacher, and then brainstorm ideas. They identify what they know about the problem and what they

don't know, but must learn, in order to solve the problem.

- Learners then develop an action plan for research, and discuss the topics and concepts researched, eventually coming to some agreement on the best resolution.
- The teacher acts as a facilitator to guide the learners through the process, ask relevant and probing questions and provide resources that the learners need to solve the problem-based task.

Challenge-based Learning (CBL)

CBL is a collaborative learning experience in which teachers and learners work together to learn about compelling issues, propose solutions to real problems and take action. The approach mirrors the 21st century workplace and requires learners to reflect on their learning, the impact of their actions and publish their solutions to a wide audience.

- The teacher works with the learners to identify the big idea.
- Learners identify guiding questions (what they need to know) and identify resources and activities to answer these.
- Learners research, document and develop a solution and then identify steps to carry out their plan.
- Learners implement their solutions, measure outcomes, reflect on what worked and determine progress made.
- Learners are encouraged to keep written, audio or video journals throughout the process and use these to share their projects with a wider audience.

Task-based learning (TBL)

In a task-based learning scenario, the lesson is based around the completion of a central task and the language studied is determined by what happens as the learners complete it. It enables more varied and natural exposure to language and a strong communicative approach.

- The teacher introduces the topic and gives the learners clear instructions on what they will need to do during the task. The teacher might provide some useful vocabulary to support the learners.
- Learners complete the task in pairs or groups whilst the teacher monitors and offers encouragement.
- Learners prepare a short oral or written report and feedback to the whole class on what happened during the task.
- The teacher highlights relevant parts of the report and uses this to inform areas for the learners to participate in further practice.

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 12	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To develop learners' ability to listen for gist and specific information.		Learning outcomes: By the end of the lesson, learners will be able to: <ul style="list-style-type: none"> • listen to a grade appropriate discussion and understand the main ideas • listen to a grade appropriate discussion and identify missing information • collaborate with a partner to check answers to target questions.
Link to prior learning: <ul style="list-style-type: none"> • Lexis related to travel, adverbs of frequency 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>holiday, vacation</i> Key expressions/structure: Frequency expressions: <i>normally, occasionally, every once in a while, every now and then, all the time</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners are uncomfortable or nervous about doing listening activities. Reassure learners that they will have opportunities to listen to the recording several times and to work with other learners to complete initial tasks. 		
Resources/equipment needed: Coursebook pages 8–9 Workbook pages 6–7 Audio Tracks 2–3 Pictures of people on holiday		

UNIT 1 LESSON 1 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6–9).

Resources	Starter
Coursebook page 8	<ol style="list-style-type: none"> Show learners pictures of people on holiday. Brainstorm holiday language. Ask are they at home or on holiday? Where are they? What are they doing? What's the weather like? Read aloud the opening questions and check comprehension. In pairs, learners ask and answer the starter questions: Have you been on holiday this year? Where did you go? What did you do? What was the weather like? Take the opportunity to pre-teach/ elicit some of the key vocabulary. <p>Feedback Elicit ideas and write some on the board. Invite a few learners to feedback what their partner said about their summer holiday.</p>
Resources	Main activity
Coursebook page 8	<p>Listening: Activity 1</p> <ol style="list-style-type: none"> Tell the learners they are going to hear three people talking about their summer holidays. Refer learners to the photos. Read aloud the prediction questions or ask a learner to do so. Elicit some ideas from the class. Write their ideas on the board. Direct learners to the first <i>Listening strategy tip</i> box.
Coursebook page 8 Audio Track 2	<p>Listening: Activity 2</p> <ol style="list-style-type: none"> Ask learners to cover/close their books. Learners listen to the audio. Ask, <i>Were your guesses correct?</i> Elicit answers from the learners and compare them with what you wrote on the board in the previous activity. Draw learners' attention to the <i>Did you know?</i> box. <p>CORE Feedback Elicit answers (<i>Tom went to South Africa, Richard went to Switzerland and Peter went to Thailand. Tom and Richard had good holidays, but Peter didn't. Peter's family got sick from the food on holiday.</i>) and check with the class.</p>
Coursebook page 9 Audio Track 3	<p>Listening: Activity 3</p> <ol style="list-style-type: none"> Give learners time to read the text quickly before listening. Ask learners for their predictions about what words might go in the gaps before listening. Learners listen and complete the activity individually. In pairs, learners check their answers. <p>CORE Feedback Elicit answers and check as a class.</p> <p>Answers</p> <p>1 occasionally; 2 twice a year; 3 all the time; 4 every now and then; 5 normally; 6 every once in a while</p>

Workbook page 6	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Direct learners attention to the <i>Language tip</i> box. Work through it as a class. 2. Have learners' look at the scale and the adverbs of frequency. Explain that they need to add the frequency expressions in the box to the scale. 3. Learners complete the activity individually. 4. In pairs, learners check their answers. <p>CORE</p> <p>Feedback</p> <p>Elicit answers and check as a class. Be prepared to answer questions about the subtle differences between some of these words and phrases.</p> <p>Answers</p> <p>Example answers: always: all the time; usually: normally; sometimes: occasionally, every now and then; rarely: every once in a while, twice a year.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Copy the words in the box onto the board. 2. Learners work in pairs. Learners find the words and phrases in the audioscript, Track 2. They underline them. 3. Learners complete the activity in pairs, referring to the audioscript to help them. 4. They then check their answers together working in small groups of about four. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to think of any more frequency expressions they can add to the list. 		
Workbook page 7	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Direct learners' attention to the <i>Language tip</i> box. Work through it with the class. 2. Learners complete the written activity individually. 3. In pairs, learners compare their answers. <p>Desirable Feedback</p> <p>Elicit answers and check as a class.</p> <p>Answers</p> <p>Learners' own answers</p>		
Resources	Plenary		
<p>Give each learner a sticky note. Have them write a sentence that includes a frequency expression. Make sure they write their names on it too. They stick their sentences on the board as they leave the classroom.</p>			
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>(G12.1.1.1) Listen to extracts of authentic material on concrete and abstract topics delivered at normal speed; apply various strategies and listening and comprehension skills.</p>			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 12	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen and discern the register of listening texts and differentiate between formal and informal discussions. Speaking: To get learners to utilise active listening strategies and discourse markers.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • listen to a grade appropriate discussion and understand the main ideas • collaborate with a partner to check answers to target questions.
Link to prior learning: <ul style="list-style-type: none"> • Lexis related to travel, adverbs of frequency 21st Century Skills: <ul style="list-style-type: none"> • Life and Career Skills: Master working within a diverse group by respecting cultural differences, knowing when to speak and when to listen, and responding open-mindedly to different ideas and values 		
Key vocabulary: <i>holiday, vacation</i> Key expressions/structure: Frequency expressions: <i>normally, occasionally, every now and then, every once in a while, all the time</i> ; Discourse markers: <i>err, umm, Oh, really?, Oh good, Well, Oh no.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners are uncomfortable or nervous about doing listening activities. Reassure learners that they will have opportunities to listen to the recording several times and to work with other learners to complete initial tasks. 		
Resources/equipment needed: Coursebook pages 8–9 Workbook page 7 Audio Track 3		

UNIT 1 LESSON 2 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6–9).

Resources	Starter
Coursebook pages 8–9	<ol style="list-style-type: none"> 1. Direct learners' attention to the photos on page 8 of the Coursebook 2. Ask the following questions: <ul style="list-style-type: none"> • What can you about remember the listening activity from the last lesson? • Where did Tom, Peter and Richard go for their summer holidays? • Did they enjoy their holidays? <p>Ask for as much detail as the learners can remember.</p> 3. Brainstorm the frequency expressions practised in the previous lesson (see page 8 of the Coursebook). Have learners make sentences using these expressions. They can repeat sentences they remember from the previous lesson.
Resources	Main activity
Coursebook page 9 Audio Track 3	<p>Listening: Activity 4</p> <ol style="list-style-type: none"> 1. Discuss with learners the difference between formal and informal. 2. Refer learners to Activity 2 in the Coursebook. Ask learners: 'Was the listening a formal or informal discussion?' 3. Elicit ideas and reasons, write some on the board. Make sure that everyone has understood that the listening was informal. 4. Direct learners' attention to the highlighted phrases in the listening extract. 5. Play the audio. Learners listen and read. 6. Ask learners again: Was the listening formal or informal? Why? Why do the speakers use the highlighted phrases? 7. Learners discuss answers with partners. 8. Direct learners attention to the <i>Speaking tip</i> box. Discuss how learners' L1 uses discourse markers in natural speech, explain that English also uses these devices. <p>CORE Feedback Elicit learners' answers/idea.</p>
Coursebook page 9	<p>Listening: Activity 5</p> <ol style="list-style-type: none"> 1. Read the rubric with the class. 2. Learners discuss answers with their partners. <p>CORE Feedback Elicit learners' answers.</p>

**Workbook
page 7**

Workbook: Activity 3

1. Learners complete the activity individually.
2. In pairs, learners check their answers.

CORE

Feedback

Elicit answers and check as a class.

Answers

Listening			Speaking	
Surprise (positive)	Surprise (negative)	Understanding/ Agreement	Thinking	Explaining
Oh really?	Oh really?	Ok	Well	Well
Great!	Yeah?	Oh, I see.	Err...	You see...
Yeah?	Oh no.		Umm...	
Oh good!	Oh, that's awful!			
Really?	Really?			

When eliciting answers from the class, draw attention to and drill the pronunciation of the phrases with the correct intonation where appropriate.

Differentiation activities (Support):

1. Learners identify the discourse markers that are used for active listening responses and those that are used as fillers by the speaker.
2. Learners then work in pairs to match the listening and speaking discourse markers to the uses in the table, where possible.

Differentiation activities (Stretch):

1. Learners think of more possible discourse markers for each column.
2. Learners feedback in pairs.

**Coursebook
page 9**

Speaking: Activity 5

1. Learners practise in pairs.
2. Monitor learners to ensure they are using the correct intonation, etc.

CORE

Feedback

Ask pairs to perform a part of the dialogue.

**Coursebook
page 9**

Speaking: Activity 6

1. Learners work in pairs and have a discussion about their last holiday.
2. Advise learners to use the questions as prompts but to try and continue their discussion beyond these questions.
3. Remind learners to use their frequency expressions, adverbs and discourse markers during the discussion.
4. Monitor learners during activity, but do not interrupt at this point. Keep a note of any points for feedback after discussions have finished.

CORE

Feedback

Give learners examples of some common errors for class error correction and some examples of excellent adverb/frequency expression and discourse marker usage.

Differentiation activities (Support):

1. Learners ask and answer the questions given in the textbook in small groups and try to use target language where possible.

	Differentiation activities (Stretch): 1. Learners try to use the extra discourse markers they identified previously in their discussions. Encourage them to continue talking on to other subjects while still utilising the target language.		
Resources	Plenary		
	1. Learners feedback to the class what they discussed in their groups. They talk about what their group tends to do for their holidays, for example, where they go, what they do, what they eat, etc. 2. Learners discuss class trends.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G12.1.1.1) Listen to extracts of authentic material on concrete and abstract topics delivered at normal speed; apply various strategies and listening and comprehension skills.			

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 12	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
<p>Reading: To develop the learners' ability to predict textual content.</p> <p>Reading: To encourage learners to read texts quickly.</p> <p>Reading: To encourage learners to <i>notice</i> features of different genres.</p> <p>Speaking: To get learners to engage in collaborative group discussions.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • predict the content of different text types using photographs and headings • notice the type of language and stylistic features used in different text genres • locate premodified noun phrases containing two adjectives.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Holidays and destinations featured in earlier grades <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Not applicable 		
<p>Key vocabulary: <i>sightseeing, destination, attraction, breathtaking, exotic, resort, landmark, rugged, adventurous, wish list, ecotourism, kick back</i></p> <p>Key expressions/structure: <i>off the beaten track</i> and combining adjectives</p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Some learners cannot read efficiently without guidance. Reassure learners that they will have opportunities to develop reading strategies over the course and to work with other learners to complete initial tasks. 		
<p>Resources/equipment needed:</p> <p>Coursebook pages 10–11</p> <p>Workbook pages 8–9</p> <p>Whiteboard</p> <p>Dictionaries</p>		

UNIT 1 LESSON 3 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6–9).

Resources	Starter
Coursebook page 10	<ol style="list-style-type: none"> 1. Ask learners what types of holidays they have been on, etc. Write their answers on the board. 2. In small groups, learners discuss the starter questions: If you could travel to anywhere in the world where would you go? Why? What type of holiday would it be? Shopping, relaxing or adventurous? 3. Take the opportunity to pre-teach/ elicit some of the key vocabulary. <p>Feedback Invite learners to share their answers. Do a quick survey on types of holidays learners prefer.</p>
Resources	Main Activity
Coursebook page 10	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Learners look at the pictures of the three different destinations, and the text headings. 2. In groups – predict what the texts will be about. <p>CORE Feedback Ask one member from each group to feedback. Note down their answers on the board.</p>
Coursebook page 10–11	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Ask: What does 'skim' mean? Tell learners that they need to read quickly and look out for key words. They do not need to read every word. Remind them that if there are some words they don't understand it does not matter at this point. Learners skim the three texts. 2. Ask learners whether or not their predictions were correct. 3. Read aloud the <i>Reading tip</i> on page 11. Give examples so it's clear to learners. 4. As a class, look at the genres in the grey box. Check understanding by having learners give some examples of each genre. Elicit what features they'd expect to see in each genre. If possible, show learners examples of the different genres. If you wish, lead a quick discussion on magazines, newspapers and blogs that learners read. 5. Learners read the three texts again. 6. In pairs, learners match the texts to the correct genres. 7. Give learners time to re-read the text and ask you any words they still don't understand. match the text with the correct genre. <p>CORE Feedback Pairs compare and then whole class feedback. Have a show of hands for each text. List the genres on the board in a column, write the headings in a row. Put a tick for the number of hands raised for each one. Ask learners if it was difficult to decide on the type of text. Ask, What clues did you use to decide? Draw a table on the board. Write the three genres as headings: newspaper, magazine, blog. Encourage learners to think about how they matched the genres and the text, for example the writer used a formal/ informal tone, use of colours, layout of the text (i.e. does it have columns), does it have a picture etc.</p> <p>Answers</p> <p>London on top again – newspaper; Chilling out in Nepal – magazine; Great Barrier Reef – blog</p>

<p>Coursebook page 11</p>	<p>Reading: Activity 3</p> <ol style="list-style-type: none"> 1. Refer the learners to the <i>Vocabulary</i> box. Invite a learner to read it aloud. 2. Learners re-read the texts individually. 3. Divide the class into small groups and have them answer the questions. 4. Go around the class and monitor the learners. Identify a group with the correct answers. <p>CORE</p> <p>Feedback</p> <p>Select a group with the correct answers and ask them to lead class feedback.</p> <p>Answers</p> <p>1 Newspaper (Text 1); 2 Magazine (Text 2)/Blog (Text 3); 3 Blog (Text 3); 4 Blog (Text 3); 5 Newspaper (Text 1); 6 Magazine (Text 2); 7 Magazine (Text 2)</p>
<p>Workbook page 8</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Learners complete as much as they can of Activity 1. 2. When they have completed as much as they can, have them look back at the reading texts in their Coursebook on pages 10–11. They find the difficult words and work out their meaning from the context. 3. If necessary, provide dictionaries so learners can complete the activity. <p>CORE</p> <p>Feedback</p> <p>Peer correction – Learners check their answers with their partner/group.</p> <p>Answers</p> <p>landmark – A building, or other place of historical or cultural importance; sightseeing – Looking at different places when on holiday; rugged – rough and rocky; breath-taking – amazingly beautiful; resort – A hotel which has a lot of activities for tourists; destination – a popular place to go on holiday; exotic – unusual and different; attractions – different types of entertainment for tourists; adventurous – wanting to do new and exciting things; wish list – things you would like to experience; ecotourism – environmentally friendly holidays</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage learners to use dictionaries to help with definitions and make vocabulary flashcards. They write the word on one side and the definition on the other. They use the flashcards to test each other. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to write their own definition on the vocabulary in Activity 1.
<p>Workbook page 8–9</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to complete the wordsearch, with words from the reading. 2. Tell them they must find 11 words, and make sure they are spelt correctly. 3. Learners write the words they find either in their note books or in the space beside the word search grid. 4. Learners write sentences using two of the words from the word search. <p>DESIRABLE</p> <p>Feedback</p> <p>Elicit the answers and have learners come and list the words on the board. Then put learners into small groups. Have them compare their sentences. Encourage peer feedback.</p> <p>Answers</p> <p>Landmark; sightseeing; rugged; breath-taking; resort; destination; exotic; attractions; adventurous; wish list; eco-tourist</p>

	Differentiation activities (Support): 1. Direct learners to the vocabulary in Activity 1 of the workbook – this will help them complete the task.		
	Differentiation activities (Stretch): 1. Learners come up with synonyms for the words that they have found		
Resources	Plenary		
	1. Draw learners' attention back to the pictures of the three destinations in the Coursebook. 2. Ask learners to come up with sentences to describe the pictures using the vocabulary covered in this lesson. Feedback Whole class		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Discussion and activities		Discussion feedback	Verbal feedback
Standards/SLOs:			
(G10.3.1.1.1) Read a variety of genres in print or digital format, within a range of complexity appropriate for Grade 12, interact with the text proficiently and independently using active reading strategies (skimming).			

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 12	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Writing: To develop learners' ability to write a short descriptive piece on a tourist destination Speaking: To get learners to engage in collaborative group discussions.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • collaborate and develop a wish list of destinations they would like to visit • combine adjectives in a short descriptive text • write a short text using genre specific style and layout features.
Link to prior learning: <ul style="list-style-type: none"> • Travel and holiday destinations encountered in the previous lesson 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>sightseeing, destination, attraction, breathtaking, exotic, resort, landmark, rugged, adventurous, wish list, ecotourism, kick back.</i> Key expressions/structure: <i>off the beaten track</i> and combining adjectives.		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners do not feel confident about writing. • Engage learners with the topic which was covered in Lesson 3, and give a sample for them to emulate. Give control over what and how it is written to learners. 		
Resources/equipment needed: Coursebook page 11 Workbook page 9 Board		

UNIT 1 LESSON 4 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6–9).

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners to recall the places discussed in the previous lesson. 2. Write 'newspapers', 'blogs', 'magazine' on the board. Brainstorm the writing style and content used in these genres. 3. Write learners ideas on the board or invite a learner to write on the board. <p>Feedback Invite learners to share their answers.</p>
Resources	Main Activity
<p>Workbook page 9</p>	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Write on the board some example sentences where two adjectives pre-modify a noun, for example warm blue sea, warm desert wind. 2. Have learners identify the adjectives and the nouns. Elicit/prompt that the adjectives come before the noun. 3. Learners check the reading and find three places in the text where two adjectives pre-modify a noun. <p>CORE Feedback Learners compare their notes in groups and peer correct (there are four in the text and learners are only asked to find three).</p> <p>Answers</p> <p>high rugged peaks; stunning Asian Nation; white snowy mountains; dense green forest</p>
<p>Workbook page 9</p>	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. On the board write: old box red big. Elicit which word is the noun (box) and which words are adjectives (big, old, red). With the class, put the words in order to make a grammatically correct sentence. 2. Write/elicite 'Big old red box'. Tell/remind learners that when using two or more adjectives to describe something, the adjectives come before the noun and should always be in the following order: size, age, shape, colour. 3. Repeat with another set of words. 4. Go through the example in the Workbook with the class. 5. Learners write new sentences by combining the adjectives before the noun in the sentence. <p>CORE Feedback Encourage peer correction. Elicit the correct response from learners and write the answers on the board.</p> <p>Answers:</p> <p>1 Hamsa went for a short relaxing walk in the mountains. 2 Reem wanted to go on a three-week exotic holiday. 3 Ali went to London because he wanted to see the famous historic landmarks. 4 I went on an amazing beach holiday to Australia.</p>

Coursebook page 11	Writing: Activities 4 and 5		
	<ol style="list-style-type: none"> Learners work in groups and come up with a wish list of destinations they would like to visit. There should be the same number of destinations on their wish list as learners in the group, for example if there are four learners in the group there should be four places on the wish list. Each learner chooses a different destination to write about, The group assigns each learner a place to write about. Learners now decide what genre they are going to create, and write around 150 words about their destination. Use the three samples as a guide. Remind learners to combine adjectives to make their texts information rich. 		
	<p>CORE</p> <p>Feedback</p> <p>Group members exchange texts to read. They check that the pieces have been written in the right style for the chosen genre. Ask learners to find one thing they really like about the text they read. One thing they would like to know more about and one thing they think the writer could improve. If possible, display their work in the classroom.</p>		
	<p>Differentiation (Stretch)</p> <ol style="list-style-type: none"> Ask learners to rewrite their piece in all three genres types. 		
	<p>Differentiation (Support)</p> <ol style="list-style-type: none"> Ask learners to write it as a blog using the sample of the Great Barrier Reef as a scaffold. 		
Resources	Plenary		
	<ol style="list-style-type: none"> Learners display their writing for the whole class, and read each other's work. Writings can be categorised by different destinations, and where possible by different genres. If you wish, take a picture of these once they are sorted and display in the classroom. Learners could also be allowed time to select pictures to go with the destination. 		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Group discussions	Comparing to classmates writing	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G12.4.3.1.1.) Build upon and continue applying conventions learnt previously.			

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 12	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To develop learners' ability to predict content and scan for meaning. Vocabulary: To encourage learners to use context to derive meaning of unknown lexis and identify synonyms. Speaking: To encourage learners to use mixed conditionals reflect on past actions and their present consequences.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read a short article and recognise key words, main ideas and details • talk about present results of past actions • guess the meaning of new lexis from context and identify synonyms and use these expressions to talk about experiences.
Link to prior learning: <ul style="list-style-type: none"> • Language of travel and tourism 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation: Master all idea-sharing activities in order to keep students' minds open to accepting and understanding many ideas and concepts to communicate in English • Learning and Innovation: Master learning to articulate thoughts and ideas in English using oral, written, and non-verbal communication skills with diverse groups of students 		
Key vocabulary: <i>isolated, secluded, far flung, overseas, abroad.</i> Key expressions/structure: <i>out of the way, in the middle of nowhere, different walks of life;</i> Mixed conditional to talk about present consequences of a past action: If I hadn't gone overseas, I would find my job more difficult.		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may be distracted by the length of text and number of unknown lexical items. Make sure the pre-reading activities are done and perhaps do vocabulary exercise in Workbook before comprehension questions. 		
Resources/equipment needed: Coursebook pages 12–13 Workbook page 10		

UNIT 1 LESSON 5 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6–9).

Resources	Starter
Coursebook page 12	<ol style="list-style-type: none"> Write the word 'travel' on the board. Elicit words and expressions from learners that they associate with this word. Take the opportunity to pre-teach the new vocabulary. Write the words on the board and try to elicit the meanings of them. For any words/phrases that learners don't know, write a sentence for each word and support learners to extract the meaning from the context. In pairs, learners ask and answer the starter questions: <i>Have you every lived in another country? Would you like to live and study/work in a different country? Why?/ Why not?</i> <p>Feedback Go through the questions in the Coursebook and have a quick show of hands. Invite some learners to share their views or to tell you about their partner's opinions. If some learners have live abroad, invite them to say something about their experience.</p>
Resources	Main Activity
Coursebook page 12	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> Draw learners' attention to title and the photograph. Elicit what the class think the article will be about. Have a learner read out the introduction. <p>CORE</p> <p>Feedback Feedback as a class.</p> <p>Answers</p> <p>Learners' own answers.</p>
Coursebook page 12	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> Set a time limit (for example, 2–5 minutes) for learners to read. Have everyone close their books. Elicit Matthew's views of travelling and other information they can remember from article. <p>CORE</p> <p>Feedback Feedback as a class</p> <p>Answer</p> <p>Matthew's view is positive overall but he raises some negative points about travelling.</p>
Coursebook page 12	<p>Reading: Activity 3</p> <ol style="list-style-type: none"> Refer the learners to Activity 3. Learners read again and answer the True or False questions in pairs. Refer the learners to the <i>Reading tip</i> box. Read through it with the class. <p>CORE</p> <p>Feedback Display the answers. Learners self-check answers and work in pairs to provide an explanation behind their T/F answers. Direct learners to underline their answers in the text. For example, question 2: Matthew finds his job difficult. The answer is False. Learners should underline: <i>'If I hadn't gone overseas, I would find my job more difficult.'</i></p> <p>Answers</p> <p>1 F; 2 F; 3 T; 4 T; 5 F; 6 T</p>

	<p>Differentiation activities (Support) 1. Allow learners to work in pairs to complete activity.</p> <p>Differentiation activities (Stretch) 1. Learners think up more True/False questions from the reading and test each other.</p>
<p>Workbook page 10</p>	<p>Workbook: Activity 1 1. Elicit some of examples of synonyms and write them on the board. 2. Learners can work in pairs to answer to the questions.</p> <p>CORE Feedback Pairs work with another pair to check answers.</p> <p>Answers</p> <p>1 isolated, secluded, out of the way, in the middle of nowhere, off the beaten track, far flung; 2 overseas, abroad; 3 different walks of life.</p>
<p>Coursebook page 13</p>	<p>Language Focus: Activity 4 1. Have learners underline all the sentences with ‘if’ in the reading text. Go through the first question with the learners. 2. Learners complete remaining questions. 3. Draw attention to <i>Use of English</i> box and focus on structure. Ask the learners come up with more examples so you can check understanding. 4. Draw learners’ attention to <i>Speaking tip</i>. 5. Provide more examples of ‘non-contracted’ utterances and ask learners to contract them – drill if necessary 6. In pairs/small groups learners develop own examples.</p> <p>CORE Feedback Elicit when we use a mixed conditional of this type. Nominate learners to share their answers with whole class – put their examples on the board.</p> <p>Answers</p> <p>1a Yes; 1b No; 2a No; 2b No; 3a Yes; 3b Yes</p>
<p>Workbook page 10</p>	<p>Workbook: Activity 2 1. Do the first sentence as a class. 2. Learners complete exercise.</p> <p>DESIRABLE Feedback Pairs compare, then nominate a pair to share their answers with the class.</p> <p>Answers</p> <p>1 hadn’t learnt; would/might not understand. 2 would/might not be; had eaten. 3 had studied; would/might be. 4 would know; had read.</p>

Coursebook page 13	Speaking: Activity 5		
	1. Write the following sentence on the board: I would have a better job now if ... Elicit possible endings and write some examples on the board.		
	2. Remind learners of the <i>Speaking tip</i> and drill the sentences ensuring contractions are used.		
	3. Learners think of their own examples and then tell their partner.		
	Feedback Monitor learners as they do activity but avoid correcting them. After activity, write some examples on board and encourage the learners to make corrections. Drill for pronunciation.		
	Differentiation activities (Support) 1. Have learners worked in mixed ability pairs and think of example sentences together. Then they pair up with another pair to share their ideas.		
	Differentiation activities (Stretch) 1. Have learners mingle and speak to as many other learners as possible, telling each other the consequences of past actions.		
Resources	Plenary		
	1. Make sure learners have their books closed. On the board write: ‘Travel broadens the mind.’ 2. Ask learners if they agree with the statement and elicit why/why not? Praise and congratulate for the use of new vocabulary and structures.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G12.3.4.1.1) Use context to determine the meaning of words and phrases. (G12.3.4.1.2) Identify and correctly use patterns of word changes.			

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 12	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Reading: To understand the order of a text (sequencing). Identifying the main ideas; purpose within a text structure.</p> <p>Writing: To draw attention to the structure of a for/against written discourse.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • to pick out the key ideas from a text and understand logical structures • draw out/recognise textual features pertaining to discursive essays • to identify the structure of a for/against discourse and write an introduction • brainstorm arguments for and against a statement in preparation of producing some written discourse.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Language of travel and tourism <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Not applicable 		
<p>Key vocabulary: <i>isolated, secluded, far flung, overseas, abroad.</i></p> <p>Key expressions/structure: <i>out of the way, in the middle of nowhere, different walks of life;</i> Functional expressions for agreeing and disagreeing.</p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Learners may struggle with the organisation of key features of essays. Use the reading activity in the Workbook to get learners thinking about the structure of a short discursive essay and key discursive components. Clarify the concepts if needed. • Some learners may find difficulties with expressions of agreement and disagreement/ argumentation for discursive texts. Maximise use of the reading task and the third workbook activity to support this. Support and scaffold as much as possible. 		
<p>Resources/equipment needed:</p> <p>Coursebook page 13</p> <p>Workbook pages 10–11</p>		

UNIT 1 LESSON 6 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6–9).

Resources	Starter
	<ol style="list-style-type: none"> 1. On the board write: 'Let's agree to disagree.' Elicit what it means. 2. Tell the learners some of the things about which you disagree with your friends and family. 3. Elicit the same from learners.
Resources	Main Activity
Workbook page 10	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Remind learners that we can use a selection of linking words to contrast ideas – provide both sides of an idea or argument/add additional information. 2. In pairs, learners to look at the sentences in Activity 3 and replace the linking word with a synonym. Tell learners that there is one additional answer. 3. Ask for feedback and to make sure everyone's on track. 4. Learners work in pairs/small groups to think of other phrases, for example: whereas, but, so. <p>DESIRABLE Feedback Elicit answers from learners and write on board.</p> <p>Answers</p> <p>1 nonetheless; 2 while Learners' own answers. Possible answers include: on the other hand, yet, nonetheless, but</p>
Workbook page 11	<p>Workbook: Activities 4 and 5</p> <ol style="list-style-type: none"> 1. Activity 4: Elicit some advantages and disadvantages of doing a lot of business travel. 2. Explain to learners that they are going to read some paragraphs and put them in the correct order. Tell them that they do not have to understand every word. They just need to get the gist of each paragraph. 3. Learners read text and put paragraphs into correct order. 4. Pairs compare. 5. Activity 5: Ask: <i>What is the purpose of each paragraph?</i> Pairs discuss. They complete the table. <p>CORE Feedback Nominate a pair to share their answer with the rest of the class. Elicit the purpose of each paragraph.</p> <p>Answers</p> <p>1 b; 2 d; 3 a; 4 c Introduction, Advantages, Disadvantages, Conclusion</p>
Coursebook page 13	<p>Writing: Activity 6</p> <ol style="list-style-type: none"> 1. Write the statement on the board. 2. In big letters, write 'For' on one side of the board and 'Against' on the other. Elicit 1–2 arguments for and against visiting other countries and write these on the board in the correct place. 3. In pairs, learners brainstorm other arguments. Elicit their ideas and write them on the board. 4. Remind learners to refer to Workbook: Activity 4 for sample text.

	CORE Feedback Share some of learner's work. Encourage peer correction.		
Workbook page 11	Workbook: Activity 6 1. Learners write an introduction paragraph for a discursive essay about visiting different countries and cultures.. 2. Remind learners to refer to the sample text in Activity 4 to help them create an effective introduction. They need to tell the reader what the text that follows will be about. CORE Feedback Learners compare their introductions. Nominate one or two learners to read theirs out to the class.		
	Differentiation (Support) 1. Allow learners to work together to write introduction, making sure they all write a version down in their notebooks		
	Differentiation (Stretch) 1. When they have finished introduction, learners can continue with next paragraph.		
	Resources		
	Plenary 1. Write on the board two headings: Something new I learned; Something I would like to work on again. 2. Give each learner two sticky notes. 3. Ask learners to think about what they have been learning in Lessons 5 and 6. Write on one sticky note one point for something new they learned and on the other, something they would like to work on again. 4. As learners leave the class, they put their sticky note under the appropriate heading.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learnerpresentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G12.2.1.1.1) Build upon and continue using a variety of language functions and expressions (G12.4.3.1.1) Build upon and continue applying conventions learnt previously.			

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 12	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen for specific details and words. Speaking: To understand and use relevant words and phrases.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • understand the main point and detail of recorded material on familiar topics • follow a dialogue and retrieve details as instructed • understand and use vocabulary items in a meaningful way.
Link to prior learning: <ul style="list-style-type: none"> • Travelling while you are young and top destinations in the world 21st Century Skills <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: revision of Unit 1 vocabulary Key expressions/structure: Discourse markers, contractions and mixed conditionals.		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may struggle with listening without any onther stimuli – allow these learners to draw as they listen. 		
Resources/equipment needed: Coursebook page 14 Audio Tracks 4–5 and transcripts 4–5 Dictionaries Ball of wool		

UNIT 1 LESSON 7 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6–9).

Resources	Starter
	<ol style="list-style-type: none"> Using vocabulary from Lessons 5 and 6, write two lists of words on board or use data show. In groups of four, learners make connections between a word on the first list and a word on the second list. A representative should come to the board to link the words and explain the reason for making the connection. Refer learners to the Coursebook. Learners look at the photograph of the two women. In pairs, learners discuss the starter questions: Where do you think they are? Give reasons for your answer. Elicit their ideas.
Resources	Main Activity
Coursebook page 14 Audio Track 4	<p>Listening: Activity 1</p> <ol style="list-style-type: none"> Learners look at the photo and verbally answer the question. Ask, When you listen for specific information, what are you listening for: key details or general meaning? Elicit, key details. Read the activity description to the learners and direct them to the <i>Listening strategy</i> box. Learners have two minutes to read the questions and distractors, before listening to the audio and answering the questions. <p>CORE</p> <p>Feedback</p> <p>Read out each question and elicit answers from the class.</p> <p>Answers</p> <p>1 A village; 2 C maintaining friendships; 3 B frequently</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Read the sentences at a slower pace than the audio, pausing where the answers can be found. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> You can provide two more multiple choice questions for these learners.
Coursebook page 14 Audio Track 5	<p>Listening: Activity 2</p> <ol style="list-style-type: none"> Read the instructions and explain the importance of following them carefully. Learners should read the text in pairs and look up the meanings of unfamiliar words in dictionaries. Learners can write these in their own personal dictionaries or in their notebooks. Have learners predict what the missing words might be. Learners listen to audio. If necessary, play the audio twice. Some learners may notice that it is different from Audio Track 3. Learners complete the cloze activity. <p>CORE</p> <p>Feedback</p> <p>Elicit answers from the class.</p> <p>Answers</p> <p>1 meet; 2 beaten; 3 challenging; 4 importance; 5 completely; 6 hadn't; 7 definitely</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Provide learners with the list of answers in jumbled up order.

	Differentiation activities (Stretch): 1. Ask learners to provide the required words and a synonym for each.		
Resources	Plenary		
Ball of wool	<ol style="list-style-type: none"> 1. Instruct all learners to stand in a circle with you standing in the centre. 2. Holding the end of a ball of wool, throw the ball to a learner and ask for one word learned in Lessons 1–6. 3. The learner gives one word and holding on to the wool, throws the ball back to you. 4. You throw the ball on to another learner and ask for a definition of the word given. 5. Having given the definition, the learner holds on to the wool and throws the ball back to you. 6. Repeat and ask for a meaningful sentence which includes the word. 7. Repeat for as many words as you like. 8. At the end, there should be a ‘spiderweb’ connecting all words and ideas. 		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G12.1.1.1) Listen to extracts of authentic material on concrete and abstract topics delivered at normal speed; apply various strategies of listening and comprehension skills.			
(G12.4.2.1.1) Build on and continue applying language structures learned previously.			

LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 12	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To develop the ability to read for detail. Speaking: To develop natural speech patterns		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read for detail • use target vocabulary • speak about a familiar event using contractions and discourse markers.
Link to prior learning: <ul style="list-style-type: none"> • Travelling while you are young and top destinations in the world 21st Century Skills <ul style="list-style-type: none"> • Learning and Innovation: Master learning to articulate thoughts and ideas in English using oral, written and non-verbal communications skills with diverse groups of learners 		
Key vocabulary: <i>adventurous, ecotourism, experience, brilliant, marine, day-tripper, breathtaking</i> Key expressions/structure: Discourse markers and contractions.		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may find it difficult to develop a natural speech pattern. Model some examples for them. 		
Resources/equipment needed: Coursebook page 15 Photocopies of Activity 3 on page 15 of the Coursebook. One copy of the article per group of five learners. Cut the article into five sections. Each learner will have one section. Workbook page 12–13 Six board markers of different colours iPads (if available)		

UNIT 1 LESSON 8 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6–9).

Resources	Starter
Coursebook page 15	<ol style="list-style-type: none"> 1. Refer learners to the picture on page 15. 2. In groups of five, learners write down as many descriptive words as possible to describe the picture. 3. Draw a column on the board for each group. 4. One learner from each group comes simultaneously to the board to write a word. 5. Taking it in turns, each learner must come to the board at least once and must not repeat any of the words in other columns. 6. Make it competitive and time-based – reward the group with the most amount of words in the given time.
Resources	Main Activity
Coursebook page 15	<p>Reading: Activity 3</p> <ol style="list-style-type: none"> 1. Hand out the cut up version of the reading text on page 15 of the Coursebook. Give one paragraph to each learner. In groups of five, each learner reads their part of the article aloud. 2. Each group places the paragraphs in the correct order. 3. Go around the class and check that each group has ordered the paragraphs correctly. Then have learners read the text on page 15 individually and silently. <p>CORE Feedback Elicit key vocabulary from learners, help with meanings and put these on a board or chart.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Place all support learners in one group and provide definitions for key vocabulary before they start reading. Monitor and support the reading process. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Place all higher level learners in one group. Write key vocabulary on the board. Learners find and underline the word in their books. Ask them to use the KIM strategy for learning these words (If you are unfamiliar with the KIM method, please look at the following: K is for the Key vocabulary word (the target word). I is for Information/Definition (a short simple definition). M is for Memory Cue/Picture (a drawing or image of the word). Also, include a sentence for context.
Workbook page 12 Coursebook page 15	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Learners read the questions and answer them individually. <p>CORE Feedback</p> <p>Answer</p> <p>1b; 2c; 3b; 4a</p> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners do not refer to the text while answering the questions.

<p>Workbook page 12 Coursebook page 15</p>	<p>Workbook: Activity 2 1. Read the task and stress that learners should follow what is asked. 2. Learners answer the questions by referring to the text on page 15 of the Coursebook.</p> <p>EXTENSION Feedback Elicit answers from the class.</p> <p>Answers</p> <p>Will vary from learner to learner – ensure that task instructions are followed.</p>
<p>Workbook page 13</p>	<p>Workbook: Activity 3 1. Write the key vocabulary on the board. (Copy the list in the Workbook). Draw learners’ attention to the key vocabulary. Revisit briefly and then erase/remove. 2. Learners complete Activity 3 individually.</p> <p>CORE Feedback Learners give their workbook to another learner for peer marking. Elicit answers from the class.</p> <p>Answers</p> <p>1 Ecotourism; 2 experience; 3 adventurous; 4 brilliant; 5 day-trippers; 6 breathtaking; 7 marine</p>
<p>Workbook page 15</p>	<p>Workbook: Activity 4 1. Learners match the words to their definitions. 1. Learners work individually.</p> <p>CORE Feedback Learners give their Workbook to another learner for peer marking. Elicit answers from the class.</p> <p>Answers</p> <p>1 b; 2 a, 3 c; 4 e; 5 d</p>
<p>Coursebook page 15</p>	<p>Speaking: Activity 4 1. Working in pairs, learners answer the questions in their notebooks. 2. Remind the learners to use contractions and discourse markers. 3. In pairs, learners do the role play. Set a time limit so that everyone gets a turn to be the interviewer/interviewee.</p> <p>DESIRABLE (may also be given for homework – write and record) Feedback Have one or two pairs role play the interview in front of the class.</p> <p>Differentiation activities (Stretch): 1. Learners can write a full interview and record themselves using tablets or smartphones</p> <p>Differentiation activities (Support): 1. Provide sentence stems for answers.</p>

Resources	Plenary		
	1. Divide the class into two teams. 2. Call out target vocabulary and ask for definitions, synonyms and meaningful sentences. 3. Award points for correct answers.		
Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G12.3.1.1.1) Read informational texts, within a range of complexity appropriate for Grade 12; using active reading strategies.			
(G12.4.2.1.1) Build on and continue applying language structures learned previously.			

LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 12	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To develop learners' ability to listen for specific elements. Writing: To develop learners' ability to write short, persuasive texts.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • listen to grade appropriate texts and understand the main ideas • listen to grade appropriate texts and fill in missing information • notice features of persuasive language in short texts • apply features of persuasive language in own writing.
Link to prior learning: <ul style="list-style-type: none"> • Lexis related to sport and ability (<i>can</i>) 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>sand boarding, white water rafting, sky diving, fly boarding.</i> Key expressions/structure: Opinions: <i>I think, In my opinion, For me, Suggestions: You should, Wouldn't you like to, If I were you, I'd;</i> Emotive language: <i>exciting, amazing, life-changing.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners are uncomfortable or nervous about doing presentations. Reassure learners that they will have opportunities to prepare and to work with other learners to complete initial tasks. 		
Resources/equipment needed: Coursebook pages 16–17 Workbook page 14 Audio Track 6		

UNIT 1 LESSON 9 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6–9).

Resources	Starter
Coursebook page 16	<p>Listening: Activity 1</p> <ol style="list-style-type: none"> 1. Show learners pictures of people doing a variety of adventure sports. Elicit the names of the sports and any related language. Give learners any additional vocabulary they need. 2. Put learners into small groups and ask them to brainstorm all the sports they can, particularly adventure sports, in one minute. 3. Feedback as a class and write some ideas on the board. 4. Refer learners to the Coursebook. Read aloud the starter questions: <i>Have you ever tried any adventure sports? What have you tried? Can you describe what you did? Did you enjoy it?</i> Check comprehension. 5. In small groups learners ask and answer the starter questions. 6. Take the opportunity to pre-teach/ elicit some of the key vocabulary during feedback. <p>Feedback Learners share their experiences with the class.</p>
Resources	Main activity
Coursebook page 16 Audio Track 5	<p>Listening: Activity 2</p> <ol style="list-style-type: none"> 1. Refer learners to the photos. Elicit language and ideas. 2. Ask: <i>Do you take part in any of these sports?</i> Invite learners to talk about it if so. If you do any of these sports, share this with the class. 3. Learners listen and match. 4. Drill the adventure sports with the class: 'sand 'boarding, 'white 'water 'rafting, 'sky 'diving. <p>CORE Feedback Check as a class and drill pronunciation.</p> <p>Answers</p> <p>1D; 2B; 3C; 4A</p>
Coursebook pages 16–17 Audio Track 6	<p>Listening: Activity 3</p> <ol style="list-style-type: none"> 1. Give learners time to read the text quickly before listening. 2. Have learners to think about what words might be missing. Elicit their ideas but do not say whether they are right or wrong. 3. Learners listen and complete the activity individually. 4. In pairs, learners check their answers. <p>Refer learners' attention to the <i>Language tip</i> box for persuasive language, drawing attention to how we use opinions, suggestions and emotive language together to increase our persuasiveness.</p> <p>CORE Feedback Elicit answers and check as a class.</p> <p>Answers</p> <p>1 For me, if you like, you will; 2 I think, In my opinion, should; 3 Wouldn't you like, were, I'd ; 4 I think; In my opinion</p>

Workbook page 14	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> Learners complete the activity individually. In pairs, learners check their answers. <p>CORE Feedback</p> <p>Elicit answers and check as a class. Alternatively, could do a kinaesthetic matching task if resources are available where learners classify words/phrases by writing them on pieces of papers and then putting them into the right set. They can do this in pairs or small groups.</p> <p>Answers</p> <p>Opinion: In my opinion,; I think; For me. Suggestion: You should; If I were you, I'd; Wouldn't you like to ... ?; Emotive language: exciting; the best; amazing; fun.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Learners work in pairs. Write the key vocabulary onto the board. Learners highlight the target language in the audio script at the back of their Coursebooks on page 112. They then check their answers together working in small groups of about four learners. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Ask learners to think of more persuasive language they can add to the table. 		
Workbook page 14	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> Direct learners' attention to Workbook Activity 1. Tell learners they can look again at the <i>Language Tip</i> box in their Coursebook on page 17. Learners complete the written activity individually. In pairs, learners compare their answers. <p>DESIRABLE Feedback</p> <p>Elicit answers and check as a class.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Provide further scaffolding for learners requiring more support, for example, write the frame of the letter: Dear ... etc. Remind them they will need to use an informal tone and recap on this if necessary. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners can write more extensively on their chosen subject and add more examples of persuasive language that has not explicitly been covered in the lesson. 		
Resources	Plenary		
	<ol style="list-style-type: none"> Hold a class vote. Which adventure sport do the class want to try? <p>Feedback</p> <p>Groups report back to the class and compare their answers. Write some examples on the board.</p>		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>(G12.2.2.1.3) Deliver persuasive arguments and anticipate and address counter arguments.</p>			

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 12	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Listening: To develop learners' ability to listen for specific elements as they listen to their classmates presentations.</p> <p>Speaking: To develop learners' ability to deliver presentations in a persuasive style.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • deliver verbal persuasive arguments • develop long turn ability to speak for between one and two minutes. • listen to peer presentations and recognise effective persuasive strategies • to give constructive feedback • recognise and use informal starter phrases for informal presentations.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Lexis related to sport and ability (<i>can</i>) <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Life and Career Skills: Master the importance of receiving feedback in English from teachers and other students 		
<p>Key vocabulary: <i>sand boarding, white water rafting, sky diving, fly boarding.</i></p> <p>Key expressions/structure: Opinions: <i>I think; In my opinion; For me.</i> Suggestions: <i>You should; Wouldn't you like to; If I were you.</i> Emotive language: <i>exciting, amazing, life-changing.</i> Informal sentence starters: <i>Hi everyone; can I tell you about; OK, I'm going to talk to you today about; Good morning, I'd like to tell you about.</i></p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Some learners are uncomfortable or nervous about doing presentations. Reassure learners that they will have opportunities to prepare and to work with other learners to complete initial tasks. 		
<p>Resources/equipment needed:</p> <p>Coursebook pages 16–17</p> <p>Workbook page 15</p>		

UNIT 1 LESSON 10 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6–9).

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask: <i>What's the wildest adventure sport in the UAE?</i> Write learners, suggestions on the board. Ask: What sport should the class try? Encourage learners to use persuasive language. 2. In groups, learners choose one of the adventure sports listed on the board. They have to write a description without saying what it is. <p>Feedback Groups read out their descriptions and other groups have to try guess what it is.</p>
Resources	Main activity
Workbook Page 15	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Learners complete the activity individually. 2. In pairs, learners check their answers. <p>DESIRABLE</p> <p>Feedback Check answers as a class.</p> <p>Answers</p> <p>1 sand boarding; 2 sky diving; 3 white-water rafting; 4 fly boarding</p>
Coursebook pages 16–17	<p>Speaking: Activity 4</p> <ol style="list-style-type: none"> 1. Read the rubric with the class. 2. Go around the class and check their answers. Offer help where needed. <p>DESIRABLE</p> <p>Feedback Choose one text and mark it up with the class.</p>
Coursebook page 17	<p>Speaking: Activity 5</p> <ol style="list-style-type: none"> 1. Refer learners to the <i>Speaking tip</i> box and the phrases in bold in the listening texts. Go through it with the class. 2. Read the rubric with the class. Tell them that their presentations can be about something they do in their free time (sport, hobby, activity) or a favourite book, film, city, TV programme, sports team, etc. Explain that learners must choose something different to what they wrote about in Workbook Activity 2. 3. As a class, gather some general feedback on what subjects they are going to discuss, what information they are going to include, how long they are going to speak for (one to two minutes) and what language they are going to use. 4. Learners prepare for their presentations by making notes in the graphic organiser. Emphasise that these should only be notes and not sentences. 5. Give learners some practise time before presentations. If you wish, they can make prompt cards. <p>CORE</p> <p>Feedback Invite one or two learners to share what they have written in their graphic organiser.</p> <p>Answers</p> <p>Learners' own answers</p>

Coursebook page 17 Workbook page 15	Speaking: Activity 5/Workbook: Activity 4 1. Put learners into groups of four. 2. Refer learners to workbook activity, where learners will note down feedback for others. 3. Explain how to give feedback to others. (Follow good practice by using the Improvement, Positive, Positive method. Make sure all the feedback is clear and specific with a suggestion for the improvement.) 4. Explain that while one learner speaks, the other three will listen and one of those listening will note down points for feedback. The others will give general feedback. The person noting down specific feedback will change each time so there is a different person noting down specific feedback for each presentation and every learner does it. Make sure they agree who will write detailed notes for each presentation before starting the activity. 5. Learners take turns speaking and noting down feedback. Everyone speaks once and notes down feedback once.		
	CORE Feedback In their groups, have learners vote for the best presentation. Elicit general feedback from the class regarding how it felt to give a presentation, how it felt to give feedback and receive it.		
	Answers Learners' own answers		
	EXTENSION If there is time, reshuffle learners and repeat in different groups of four.		
	Differentiation activities (Support): 1. Learners can use the subject they chose for the previous lesson in Workbook Activity 2.		
Differentiation activities (Stretch): 1. Learners complete presentation without notes for their second speech or their first. 2. To make it harder, learners could give their first presentation without notes also. 3. Learners try to speak closer to two minutes than one.			
Resources	Plenary		
	1. Learners discuss the feedback they received on the two performances of their presentation and condense it to one improvement and two positives. Feedback Groups report back to the class and compare their targets.		
Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G12.2.2.1.3) Deliver persuasive arguments and anticipate and address counter arguments.			

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 12	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To encourage learners to read texts; to encourage learners to <i>notice</i> language structures in context; to encourage learners to identify cohesive aspects of texts. Speaking: To get learners to engage in collaborative group discussions.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • collaborate in sorting and ordering text • read a longer informative text • notice examples of the present perfect.
Link to prior learning: <ul style="list-style-type: none"> • Recycling the vocabulary from Lesson 3 and 4 21st Century Skills: <ul style="list-style-type: none"> • Life and Career Skills: Master leadership skills by using problem solving and interpersonal skills to leverage the strength of others to influence and guide the team to accomplish a common goal 		
Key vocabulary: <i>destination, tradition, tourism, industry, relax, visitor, economy, landmark, culture, attraction.</i> Key expressions/structure: Present perfect for non specific time in the past.		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners cannot read efficiently without guidance. Learners do not enjoy reading activities. Use engaging and fun reading activities that are exploited for developing reading fluency and enjoyment. 		
Resources/equipment needed: Coursebook page 18 Workbook page 16 PCM 1 (one per group, cut up into paragraphs and headings)		

UNIT 1 LESSON 11 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6–9).

Resources	Starter
Coursebook page 18	<ol style="list-style-type: none"> Learners look at the pictures of the two cities in the Coursebook. Brainstorm what attractions there are in these places. Write learners, answers on the board. Learners may need help with Singapore. Learners look at the starter questions in the Coursebook and discuss them as a group: <i>What tourist attractions would you like to see in these cities? Which city would you prefer to visit? Why?</i> Take the opportunity to pre-teach/elicit some of the key vocabulary. <p>Feedback Whole class. Invite learners to share their answers and suggestions of what to do in Abu Dhabi and Singapore.</p>
Resources	Main Activity
Coursebook page 18 PCM 1	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> Learners work in groups of four. Give each group a cut up copy of PCM 1. Make sure all the paragraphs and headings are random order. Explain to learners that they have been given two texts: one about Abu Dhabi and one about Singapore. Tell them that first they need to skim the paragraphs and work out which ones relate to Singapore and which ones relate to Abu Dhabi. Then they have to put the paragraphs in order. Warn them that one of the paragraphs is a red herring! Tell learners to number each paragraph, for example AD1 or S1 (Abu Dhabi paragraph 1 or Singapore paragraph 1). <p>CORE Feedback Check learners have put their paragraphs in the correct order.</p>
Coursebook page 18	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> Inform learners that there is going to be a quiz on the reading. In groups, learners divide the paragraphs equally between them, for example two paragraphs each. Inform learners that you are going to give them two minutes to read their paragraphs. Put a timer on screen if possible, or set a stopwatch. When the time is up take all the papers from the learners. Give them a blank piece of paper to write their team name and the answers. Refer learners to the quiz in their Coursebooks. Set a time limit for the quiz. When the time is up, have groups swap papers for marking. <p>CORE Feedback Invite learners to read out a question and say the answer. Have the rest of the class say whether the answer is right or wrong. Write the final marks on the board. Reward the winning team, for example with some sweets or by letting them leave first.</p> <p>Answers</p> <p>1 Singapore; 2 fresh water; 3 It's the fastest in the world; 4 Over a thousand jobs; 5 English is spoken; 6 Business tourism; 7 Abu Dhabi; 8 Singapore; 9 Singapore; 10 Singapore; 11 Singapore; 12 Abu Dhabi</p>

	<p>Differentiation: (Support)</p> <ol style="list-style-type: none"> 1. Ensure learners are in a mixed ability group. 2. Make sure they are given shorter paragraphs. 		
	<p>Differentiation: (Stretch)</p> <ol style="list-style-type: none"> 1. Give learners a minute to read their paragraphs. 		
Workbook page 16	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Draw learners' attentions to the <i>Language tip</i> box in the Coursebook and how the present perfect is formed. Elicit examples from learners to check understanding. 2. Learners complete Activity 1. <p>CORE</p> <p>Feedback</p> <p>Peer check before group feedback.</p> <p>Answers</p> <p>1 has finished; 2 have been; 3 have had; 4 went; 5 had to have; 6 have visited; 7 has eaten</p>		
Workbook page 16	<p>Workbook: Activity 2</p> <p>Desirable</p> <ol style="list-style-type: none"> 1. Inform learners that all the vocabulary has been covered so far in the unit, and a lot of the words are in the reading text. 2. Learners complete Activity 2 individually. <p>Feedback</p> <p>Peer correction</p> <p>Answers</p> <p>1 destination; 2 traditions; 3 tourism; 4 industry; 5 relax; 6 visitors; 7 economy; 8 landmarks; 9 culture; 10 attraction</p>		
Resources	Plenary		
	1. Play 'backs to the board', to recycle lexis. See page 7 for how to play the game.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz		feedback	Verbal feedback
Standards/SLOs:			
(G12.3.1.1.1) Read a variety of genres in print or digital format, within a range of complexity appropriate for Grade 12, interact with the text proficiently and independently, using active reading strategies.			

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 12	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Writing: To encourage learners to write a short informative piece of two paragraphs about tourism in their city/emirate. Speaking: Learners to engage in collaborative group discussions.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • identify the format of an introduction • write an introduction and body paragraph using cohesive devices such as referencing.
Link to prior learning: <ul style="list-style-type: none"> • Organising paragraphs and exploring tourism 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>sightseeing, destination, attraction, industry, relax, breathtaking, exotic, resort, landmark, rugged, adventurous, wish list and ecotourism</i> Key expressions/structure: Present perfect <i>have/has</i> + past participle; referencing.		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners do not feel confident about writing. • Engage learners with the topic, give a sample of writing to help guide them (provided in page 17 of the Coursebook). Give control over what and how it is written to learners. 		
Resources/equipment needed: Coursebook page 19 Workbook page 17 PCM 1 (one per learner)		

UNIT 1 LESSON 12 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6–9).

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners to recall the places discussed in the previous lesson. 2. Revise the key vocabulary by playing a game such as ‘backs to the board’ (see page 7 for how to play the game).
Resources	Main Activity
Coursebook page 19	<p>Speaking: Activity 3</p> <ol style="list-style-type: none"> 1. Learners discuss in groups the similarities between Singapore and Abu Dhabi. 2. Learners will come up with a list of four similarities. <p>DESIRABLE</p> <p>Feedback Whole class feedback on the similarities. Elicit one similarity from each group and keep going around the class. Learners must not repeat a point that has already been raised.</p> <p>Answers</p> <p>Both cities are important tourist destinations; both cities are trying to develop their tourism; people speak English in both places; both are safe, etc.</p>
Coursebook page 19	<p>Reading: Activity 4</p> <ol style="list-style-type: none"> 1. Discuss with learners the importance of writing a good introduction and what it should contain 2. Learners read the two introduction texts on Abu Dhabi and Dublin. 3. Learners answer the questions about the text. <p>CORE</p> <p>Feedback Peer check and whole class feedback</p> <p>Answers</p> <ol style="list-style-type: none"> 1. 3; 2. The third/last sentence; 3. A general overview and facts about the topic; 4. Approximately 50 words.
Workbook page 17 PCM 1	<p>Workbook: Activity 3 and 4</p> <ol style="list-style-type: none"> 1. Explain to learners that one of the main features of cohesive writing is referencing, for example referring to something/somebody you have already mentioned in another way, such as a personal pronoun or a pronoun in place of a person's name or place, or substitution of one word with a synonym. 2. Go through PCM 1 with learners and look for examples. Elicit them from learners and write them on the board or invite learners to write them on the board. 3. Learners complete Activity 3 and 4 individually. <p>CORE</p> <p>Feedback Peer review and correction.</p> <p>Answers</p> <p>Singapore is an important tourist destination that offers a range of attractions for its visitors. It is full of Asian warmth and hospitality. Singapore/The metropolis/The municipality/The capital/It is a place where old and new have coexisted peacefully for years.</p> <p>Afra and her mother travelled to Paris for a holiday. They visited many famous landmarks and did a lot of shopping. They visited the Eiffel Tower, and then they went on a sightseeing tour.</p>

	Differentiation activities (Support): 1. In Activity 4, make the words learners need to find, bold.		
	Differentiation activities (Stretch): 1. In Activity 3. Learners have to come up with a new word for city, for example <i>the urban area, the metropolis, municipality, town, The capital.</i>		
Workbook Page 17	Workbook: Activity 5 1. Learners read the text and answer the referencing questions. Learners work individually. CORE Feedback Peer correction - teacher elicits answers from learners.		
	Answers		
	1 Marrakech; 2 Marrakech; 3 tourists; 4 the government; 5 visitors from Europe		
Coursebook page 19	Writing: Activity 5 1. Draw learners attention to the <i>Writing tip</i> box. 2. Learners work on their own to produce a two – paragraph description of tourism in their city or emirate. 3. Learners should be encouraged to write an introduction similar to that in Exercise 3 of the Coursebook and remember to use referencing in their writing. CORE Feedback Teacher should collect and review learners’ writing and highlight where they have accurately fulfilled the brief above and give guidance to improve the writing where needed.		
Resources	Plenary		
	1. Learners scan and underline the referencing that they have used in their writing, swap with a partner, and ask them what the ‘it’ is referring to. They can also underline how many different synonyms they have used in the text and the learner with the highest number should be rewarded.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Group discussions	Comparing to classmates writing	Written work and feedback	Verbal feedback
Standards/SLOs: (G12.4.2.1.1) Build on and continue applying language structures of – written cohesive devices.			

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 12	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen for specific details; listen for key details. Reading: To employ rubrics and fill in details. Writing: To write/record specific information/details.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> listen and record both specific and key information become familiar with and reproduce thematically related lexis and vocabulary.
Link to prior learning: <ul style="list-style-type: none"> Language of travel and tourism; airlines and related vocabulary 21st Century Skills: <ul style="list-style-type: none"> Community literacy: Master speaking, reading and writing in English to communicate to students in other countries an analysis of being a 'global citizen' 		
Key vocabulary: <i>cabin crew, airline, air traffic controller, arrivals, boarding pass, captain, carrier, check-in, clearance, control, departure, destination, gate, far-flung, flight, gate, landing, long-haul, passport, take-off</i> Key expressions/structure: Modal-based expressions: <i>Would passengers flying and report to</i> in the context of flight announcements.		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners may struggle with the listening if they do not understand the sub-skill (listening for specific and key information), so check that learners understand what to listen for and why they are using checking and information questions. Use further questions with key vocabulary and lexis. 		
Resources/equipment needed: Coursebook pages 20–21 Workbook page 18 Audio Track 7		

UNIT 1 LESSON 13 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6–9).

Resources	Starter
Coursebook page 20	<ol style="list-style-type: none"> 1. Point to the photograph and brainstorm connected vocabulary. Try to elicit some of the key words. Write the vocabulary on the board. 2. Ask learners the starter questions. Ask: <i>Do you know any famous airlines? Do you know anyone who works for an airline? Would you like to work for a famous airline one day?</i> 3. Elicit responses from the learners and add key vocabulary items to the list on the board.
Resources	Main Activity
Coursebook page 20	<p>Reading: Activities 1–3</p> <ol style="list-style-type: none"> 1. Activity 1: Elicit different jobs connected to airlines. Build a list on the board. 2. Activity 2: Put learners into pairs. Refer them to the pictures. Ask: <i>What can you see?</i> Elicit what the jobs are/might be. 3. Learners read the job descriptions and match them to the photographs. They write the letter of the job next to the correct photograph. 4. Activity 3: Next, learners read the job titles in the word box. They match the job titles to the photographs. They write the job titles next to the correct photograph. <p>CORE</p> <p>Feedback Whole class feedback.</p> <p>Answers</p> <p>1 James (c) Engineering officer; 2 Abdullah (a) Finance manager; 3 Ahmed (e) Pilot (Captain); 4 Sarah (d) Check-in and sales assistant; 5 Jessica (b) Cabin crew</p>
Workbook page 18	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Learners complete the activity to consolidate key terms: <i>flight, passengers, aircraft</i> and <i>fleet</i>. 2. Learners work in pairs. <p>DESIRABLE</p> <p>Feedback Invite verbal feedback. Use some checking questions to confirm understanding.</p>
Coursebook page 21 Audio Track 7	<p>Listening: Activity 4</p> <ol style="list-style-type: none"> 1. Tell the class they are going to listen to three flight announcements from Gulf Speed Airlines. 2. Look at the boarding cards with the class and/or draw a boarding card on the board. Elicit what information might be written on each card. 3. Play the audio once. Learners check with their partner. 4. Play the audio again. Learners check and confirm answers with their partner. <p>CORE</p> <p>Feedback Whole class feedback. Nominate learners to share answers. Write answers on the board for learners to check.</p> <p>Answers</p> <p>Announcement 1: Mark Underwood, 22h50, 78643, London, 37 Announcement 2: Ladies and gentlemen, 23h00, 00983, Bali, 50 Announcement 3: Ladies and gentlemen, 07h30, 78394, Singapore, not applicable</p>

	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Have less able learners work in pairs. 2. Provide pauses in between announcements. 3. Use checking questions to elicit an understanding of the task and then the sub-skill. 		
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Play the recording once only. Play it continuously. 2. Ask learners to write their own notes on specific information without the scaffold of the rubrics. 3. Ask learners to explain the details of the announcement to a friend. 		
Workbook page 18	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the <i>Writing tip</i> box. Read it aloud to the class. Work through some more examples as a class to check understanding. 2. Refer learners to Activity 2. Do the first question together as an example. 3. Learners to work individually to re-code the notes into full sentences. 4. Feedback through individual monitoring and checking questions. Return to full group for the answers. <p>DESIRABLE Feedback Pairs compare answers. Nominate a pair to share with the class.</p> <p>Possible answers 1 (This) airport is one of the largest in the world. 2 People visit for many different reasons. 3 Passenger satisfaction is very important to us. 4 Being a pilot is a very hard job. 5 There are lots of opportunities for promotion. 6 Training takes a long time.</p>		
Resources	Plenary		
	1. Use AFL (see page 2) to gauge how well the learners felt they could follow the announcements they heard. Use hands up, hands down, horizontal hands.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Group discussions	Comparing to classmates writing	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G12.1.1.1.1) Understand the main points and details of radio news, recorded material and commercials on familiar and unfamiliar topics.			
(G12.2.1.1.1) Build upon and continue using a variety of language functions and expressions.			

LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 12	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Writing: To use the future continuous to provide information about the responsibilities of a specific job. Speaking: To recognise and use the future continuous to talk about future actions.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> to understand and effectively use the future continuous in spoken and written form. To form negative and contracted expressions in the target language to write a letter to a friend providing useful information about a job using the future continuous.
Link to prior learning: <ul style="list-style-type: none"> Language of travel and tourism; airlines and related vocabulary 21st Century Skills: <ul style="list-style-type: none"> Not applicable 		
Key vocabulary: <i>cabin crew, airline, air traffic controller, arrivals, boarding pass, captain, carrier, check-in, clearance, control, departure, destination, gate, far-flung, flight, gate, landing, long-haul, passport, take-off.</i> Key expressions/structure: Expressions in the future continuous to refer to an incomplete action or event that will be in progress at a time in the future. Form: <i>Will</i> (modal) + <i>be</i> + present participle of verb with <i>-ing</i> ending.		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Extra work may be needed to check for understanding of the meaning of target future continuous. A timeline could be used to clarify this and lead on to the core language work. Some learners may not recall components of sentences so will need to be reminded (subjects, objects, verbs, prepositions and conjunctions to 'join up' the notes). Scaffolding will be required for less able learners. Some pronunciation drilling for contracted forms of the target language in spoken grammar. 		
Resources/equipment needed: Coursebook pages 20–21 Workbook page 19 Audio Track 8 Audioscript Tracks 7–8		

UNIT 1 LESSON 14 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6–9).

Resources	Starter
	<ol style="list-style-type: none"> In pairs, learners come up with as many 'new' learned words from Lesson 13 as possible. List the key ones on the board and elicit definitions. Encourage the learners to categorise the words, for example most useful, useful, not useful. This helps them take responsibility for their learning.
Resources	Main Activity
Coursebook page 21 Audio Track 8	<p>Listening: Activity 5</p> <ol style="list-style-type: none"> Tell the learners to listen to the audio. Play the audio once only. Ask: <i>What jobs do the people have?</i> (pilot, flight attendant, finance officer) Elicit vocabulary they might expect to hear connected to the jobs. Learners listen again and make notes on each job. <p>CORE</p> <p>Feedback</p> <p>Learners compare their notes with a partner before whole class feedback.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <p>Pause after each speaker giving learners time to process. Learners can follow in audioscript and make notes.</p> <p>Differentiation activities (Stretch):</p> <p>Learners can make notes on other jobs in the airline industry and pass to their partner to expand.</p>
Coursebook page 21 Audioscript Tracks 7–8	<p>Listening: Activity 6</p> <ol style="list-style-type: none"> Ask learners to look at their notes from Activity 4 and elicit the job descriptions. Play the audio. Learners answer the questions. <p>DESIRABLE</p> <p>Feedback</p> <p>Whole class. Elicit the answers. Guide them towards the key language structures and them write on board.</p> <p>Answers</p> <ol style="list-style-type: none"> No; 2 No; 3 Yes Go through the Use of English box with learners. Give learners copies of the audioscript, Tracks 7 and 8, and underline all examples of the future continuous. Elicit personal examples from learners, for example <i>At the weekend, I'll be playing football.</i> <p>DESIRABLE</p>

<p>Workbook page 19</p>	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Do the first sentence together as class. 2. Make sure learners understand that they must use the future continuous. 3. Learners complete the activity individually. <p>CORE</p> <p>Feedback</p> <p>Invite learners to the board to write the complete sentences. Encourage peer correction whenever possible.</p> <p>Answers</p> <p>1 will/'ll be repairing; 2 will/'ll be preparing; 3 will/'ll be managing; 4 will not/won't be maintaining; 5 will not/won't be serving</p> <p>Differentiation activities (Support)</p> <ol style="list-style-type: none"> 1. Pair mixed ability learners. <p>Differentiation activities (Stretch)</p> <ol style="list-style-type: none"> 1. With books closed, learners ask each other questions, e.g <i>Will the pilot be serving food during the flight?</i> They ask each other similar questions about other jobs.
<p>Coursebook page 20</p> <p>Workbook page 19</p>	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Learners look again at page 20 of their Coursebook. Explain that they have to choose either pilot (first officer), engineering officer, or check-in and sales assistant. Although they cannot choose one of the jobs they found out about in Listening Activity 3 in their Coursebooks (pilot (captain), member of the cabin crew, finance manager), they can refer to the notes they took and/or audioscript Track 7 and use these to scaffold their writing. 2. Read the rubric with the class and check understanding. 3. Learners can work in pairs to brainstorm ideas but each learner must write their own letter. 4. Tell learners to use the future continuous and to write 150 words. 5. Once finished, they pass their letter to their partner, who will check for errors in structures, vocabulary, etc. 6. This can be completed for homework. <p>CORE</p> <p>Feedback</p> <p>Ask learners to give examples of future continuous and new/key vocabulary from their partner's work. Write them on the board.</p>
<p>Resources</p>	<p>Main activity</p>
<p>Workbook page 19</p>	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1. This is an extension of Workbook Activity 4. 2. Tell learners to imagine that they are at a jobs fair in Dubai. They are going to speak to a representative of Gulf Speed Airlines about the role they chose for Activity 4. 3. Learners use the space in the workbook to brainstorm some questions which could be asked about the role they wrote about, for example: <i>What will I be doing? Will I be working long hours?</i> 4. In pairs, learners create a short role play. <p>EXTENSION</p> <p>Feedback</p> <p>Ask for volunteers to perform their role plays. Acknowledge and praise use of the target structure and any key vocabulary from the lesson.</p>

Plenary			
1. Draw a traffic light on the board. 2. Ask the learners to think about what they have been learning about the future continuous. Invite them to come up to the board and put a tick against the traffic light colour to show how confident they are about using the future continuous.			
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Group discussions	Comparing to classmates writing	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G12.2.1.1.1) Build upon and continue using a variety of language functions and expressions.			
(G12.4.1.1.3) Write informative composition on a variety of topics.			

LESSON PLAN		LESSON: 15
Teacher:		Subject: English
Grade: 12	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Writing: To review learners' use of the mixed conditional and future continuous.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • demonstrate their understanding of and be able to use mixed <i>if</i> conditional and future continuous, as covered in Unit 1 • demonstrate their understanding of vocabulary and themes covered in Unit 1 • demonstrate their understanding of, and be able to use in context, the language structures and functions reviewed in this unit.
Link to prior learning: <ul style="list-style-type: none"> • Key lexis and grammar from earlier unit lessons 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: Lexis from the unit: <i>landmark, ecotourism, breathtaking, sightseeing, adventures.</i> Key expressions/structure: Language structures from the unit: mixed conditional; future continuous.		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may need to be reminded of the grammar rules for key structures from the unit, along with key definitions of certain grammatical terms. Teachers can choose to provide explanations before learners attempt the task or after learners have attempted the task, using the exercises as a basis to clarify the usage of the various forms. 		
Resources/equipment needed: Coursebook pages 13, 22–23 A3 paper – one sheet per group Jumbled sentences from Coursebook Activity 4 for differentiation activity		

UNIT 1 LESSON 15 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6–9).

Resources	Starter
	<ol style="list-style-type: none"> 1. Tell learners that they are going to review the vocabulary, themes and the language structures they have learnt throughout Unit 1. 2. Put learners into small groups. Make sure they have their Coursebooks closed. Hand out a sheet of A3 paper to each group. Ask learners to write down all the vocabulary that they have learned in this unit. Set a time limit. 3. Display all the lists. The winning group is the one with the most words.
Resources	Main Activity
Coursebook page 22	<p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1. Review the word <i>synonyms</i>, then ask the learners to write the synonyms of the word <i>sometimes</i>. Learners do the activity individually. 2. Now have learners write the opposite of <i>always</i> and the opposite of <i>rarely</i>. Learners work individually. 3. Ask them also about the other words they studied before, for example: <i>every once a while</i>, <i>all the time</i>, etc. <p>CORE</p> <p>Feedback</p> <p>Learners compare their answers in pairs. Elicit correct examples from the class.</p>
	<p>Answers</p> <p>1 occasionally, every now and then; 2 a never b usually, normally</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners could either work in mixed ability pairs for additional support or the activity could be given as a multiple choice. Ask the learners to choose the correct ones.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to write the words in order, where <i>always</i> is the first word and <i>never</i> is the last.
Coursebook page 22	<p>Vocabulary: Activity 2</p> <ol style="list-style-type: none"> 1. Put the class into small groups. Ask each group to write the meaning in English of one word from the word bank. Elicit the definitions. Have a class vote for the best definition for each word. Have the winning groups write their definitions on the board for everyone to copy into their notebooks. 2. Learners complete the task individually. <p>CORE</p> <p>Feedback</p> <p>Learners compare their answers in pairs. Elicit the correct answers from the class.</p>
	<p>Answers</p> <p>1 sightseeing; 2 breathtaking; 3 ecotourism; 4 landmarks; 5 adventurous; 6 destinations</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Allow learners to work in pairs/groups.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to write a sentence using the word <i>destination</i>.

<p>Coursebook page 22</p>	<p>Language Focus: Activity 3</p> <ol style="list-style-type: none"> 1. Model the first question with the whole class. 2. In pairs, learners complete the task. <p>CORE Feedback Conduct feedback as a peer review activity.</p> <p>Answers</p> <p>1 Ahmed's family; 2 Ahmed's family; 3 Dubai; 4 Ahmed; 5 the family house</p>
<p>Coursebook pages 13 and 22</p>	<p>Language Focus: Activity 4</p> <ol style="list-style-type: none"> 1. Review mixed conditionals by modelling examples. Elicit further examples from the class. Have learners read again the <i>Use of English</i> box on page 13 of the Coursebook. 2. Learners individually complete the task given. <p>CORE Feedback Learners work in pairs to compare answers. They check each others grammar. Elicit the correct answers from the class.</p> <p>Answers</p> <p>Learners should write their own ideas, make sure they are using the correct language.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Give the learners jumbled words for some of the sentences and ask them to re-order them so they create a sentence. Then tell learners to complete the other's using same structure, but using their own ideas. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask them to write more sentences about their own life using the same structure.
<p>Coursebook page 22</p>	<p>Language Focus: Activity 5</p> <ol style="list-style-type: none"> 1. Review the language structure – future continuous. Have learners read again the <i>Use of English</i> box on page 21. Elicit some examples and model where necessary. 2. Learners complete the activity. <p>CORE Feedback Learners compare answers. Have class feedback so you can check learners have the right answers.</p> <p>Answers</p> <p>1 I will be travelling; 2 will be writing; 3 will be saving; 4 she will be living; 5 he will be playing</p>
<p>Coursebook page 22</p>	<p>Speaking: Activity 6</p> <ol style="list-style-type: none"> 1. Put learners in pairs. 2. Elicit what a 'dream holiday' is (their idea of a perfect holiday). Ask the class for an example of a dream holiday. 3. Ask learners to look at the questions and do the activity. 4. Elicit ideas for each question for the dream holiday they came up with together. <p>DESIRABLE Feedback Ask some individual learners to share their answers with the class.</p> <p>Answers</p> <p>Learners' own answers</p>

Resources	Plenary		
Coursebook page 23	1. Go through the Assessment for learning opportunities table with the class and check understanding of the terminology. Ask learners to complete the table alone. 2. Tell them it's very important for both teacher and learner, after finishing, to have feedback. This way the teacher can identify the class's weaknesses and develop more activities and lessons to help the learners improve.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G12.4.3.1.1) Build on and continue applying language structures learned previously.			

LESSON PLAN		LESSON: 16
Teacher:		Subject: English
Grade: 12	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Speaking: To develop learners' fluency, collaborative discussion techniques, accuracy and ability to make suggestions.</p> <p>Listening: To develop learners' ability to react and respond appropriately in transactional situations.</p> <p>Writing: To develop learners' ability to plan content through mind maps, to take notes and to plan a page layout.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • plan a holiday and create a poster which incorporates all the relevant information • demonstrate collaborative communication and teamwork skills.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Lexis from Unit 1 <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Life and Career Skills: Master working within a diverse group by respecting cultural differences, knowing when to speak and when to listen, and responding open-mindedly to different ideas and values 		
<p>Key vocabulary: Lexis related to careers in tourist industry and careers advice. Recycling lexis from Unit 1.</p> <p>Key expressions/structure: Functional language to start discussion or start new phase of a discussion.</p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Learners might not be able to extract the right information when researching for their posters. Model and demonstrate what sort of information to focus on and how to incorporate into a poster type text. • You could bring in a (culturally appropriate) magazine advertisement or find an online travel website. • Next, make a table on the board with the headings: <i>transport, accommodation, activities/sightseeing</i>. • Then work together as a class to extract the information from the advertisement or website. (Not all information needs to come from it. It can be used as inspiration.) 		
<p>Resources/equipment needed:</p> <p>Coursebook pages 24–25</p> <p>Internet access</p> <p>Realia: World map and pins</p> <p>A3 paper – one sheet per small group</p>		

UNIT 1 LESSON 16 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6–9).

Resources	Starter
Coursebook page 24	<ol style="list-style-type: none"> Elicit all of the countries the learners have visited previously. If possible, put pins in a map to show where learners have been, or do this online with an interactive map. In pairs, learners discuss their last holiday destination: Where did they go? Who did they go with? When did they go? What did they see and do? What did they like and dislike the most? Tell learners the aim of the project is to create an itinerary and poster for an upcoming holiday.
Resources	Main Activity
Coursebook page 24	<p>Preparation: Activity:1</p> <ol style="list-style-type: none"> Ask learners to read the countries in the box and find them in the map. Choose a country, for example Thailand. Elicit learners' ideas as to why people might visit that country. Repeat with other destinations. <p>Feedback Conduct whole class feedback to identify the countries on the map.</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Learners first try to find five countries only, then they can find more if time is available.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners write the names of the continents and the oceans on the map.
Coursebook page 24	<p>Preparation: Activity 2</p> <ol style="list-style-type: none"> Put learners into small groups. Tell learners to choose a destination for their next holiday. They discuss the following questions in their groups: Why did they choose this destination? What time of the year would they like to go and why? <p>Feedback Ask groups to share the destinations they have chosen.</p>
Coursebook page 24	<p>Preparation: Activity 3</p> <ol style="list-style-type: none"> Learners brainstorm in their groups all the things they are going to need for their holiday and make sure one of them is writing all the ideas on A3 paper. Please explain to learners that they are not planning their activities at this stage, only the logistics to get to their holiday destination (if visas are needed, booking tickets, packing suitcases, accommodation, etc.) They will be filling in the details (holiday activities, sightseeing, etc.) in Activity 3. Learners put their ideas from previous activities in chronological order, from what they need to plan first, to last. <p>Feedback Ask groups to share their ideas.</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Learners can list only the most important things for traveling, for example: booking tickets and hotels, packing suitcase, ... etc.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners can think more about the preparation, planning and things needed for their holiday.

Coursebook page 25	Preparation: Activity 4		
	1. Learners start planning their <i>itinerary</i> . They write what are they going to do every day for ten days in their notebooks. 2. Explain that to the learners that this is the step where they can fill in the details (for example, where to go sightseeing, etc.) 3. Monitor and provide support and feedback		
Resources	Plenary		
	Tell the learners they search online for information about transport, accomodation, landmarks, shopping centres, restaurants, etc. for their chosen destination (before the next lesson). They can also talk to friends and families for further ideas.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G12.2.1.1.3) Initiate and participate effectively in a range of collaborative discussions with diverse partners, building on other's ideas and expressing their own ideas clearly and persuasively.			

LESSON PLAN		LESSON: 17
Teacher:		Subject: English
Grade: 12	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Speaking: To develop learners' fluency, collaborative discussion techniques, accuracy and ability to make suggestions.</p> <p>Listening: To develop learners' ability to react and respond appropriately in transactional situations.</p> <p>Writing: To develop learners' ability to plan content through mind maps, to take notes and to plan a page layout.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • plan a holiday and create a poster which incorporates all the relevant information • build and consolidate collaborative communication and teamwork skills.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Lexis from Unit 1 <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Not applicable 		
<p>Key vocabulary: Lexis related to careers in tourist industry and careers advice. Recycling lexis from Unit 1</p> <p>Key expressions/structure: Functional language to start discussion or start new phase discussion</p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Learners might not be able to extract the right information when researching for their posters. Model and demonstrate what sort of information to focus on and how to incorporate into a poster type text. 		
<p>Resources/equipment needed:</p> <p>Coursebook page 25</p> <p>Internet access</p> <p>Realia: World map</p>		

UNIT 1 LESSON 17 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6–9).

Resources	Starter
	1. Learners get into their groups and share all the information they've collected about their holiday destination.
Resources	Main activity
Coursebook page 25	<p>Presentation: Activity 5</p> <ol style="list-style-type: none"> In groups, learners make their posters (each learner should be in the same group that he/she worked in before). Learners should refer to the checklist in the Coursebook to complete their posters. Make sure they include all the points in the checklist. Monitor the learners while they are working together. Make sure that all the learners are talking in English. Provide support and input where necessary when you notice information is missing or not enough. Make sure that the learners are writing accurate English (check their spelling – and grammar).
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Ask them to help more with designing the poster.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Ask them to help support learners in writing their small paragraphs.
Coursebook page 25	<p>Presentation: Activity 6</p> <ol style="list-style-type: none"> Learners will display their posters in the gallery (the gallery could be a corner in the classroom but make sure that it has an enough space for the learners to walk around and look at the posters). Explain to the learners that they are going to walk around and choose their preferred destination. Have learners copy the graphic organiser into their notebooks and use it to take notes as they walk around. Learners walk around and make notes so they will be ready to give their feedback. <p>Feedback</p> <p>Establish which poster is the most popular by a show of hands. Nominate learners who have their hands up to feedback why they chose this poster.</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Learners can use the checklist in their books to choose their preferred destination and poster.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners can choose two destinations. One they like and one that they dislike, and say why.
	<p>Speaking: Activity 7</p> <ol style="list-style-type: none"> Learners go back to their groups and talk about their choices and preferred destination. Encourage them to use the notes they took during the gallery walk (Activity 5 in the Coursebook) to compare and contrast their ideas. Make sure that everyone is talking about the topic and they are using proper English.

Plenary			
1. Give each learner a sticky note. 2. Learners write down what they enjoyed most about the project. 3. They stick their notes on the board as they leave the classroom.			
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G10.2.1.1.5) Follow rules for collegial discussions, set specific goals and deadlines, define individual roles as needed.			

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 12	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To develop learners' ability to listen for gist and to take notes. Speaking: To get learners to work collaboratively in generating ideas about the topic.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> listen to a grade appropriate one-to-one interview about trade and transport in the UAE and understand the main ideas collaborate with a partner to check answers to target questions.
Link to prior learning: <ul style="list-style-type: none"> Lexis related to trade and transportation 21st Century Skills: <ul style="list-style-type: none"> Not applicable 		
Key vocabulary: <i>trade route, infrastructure, communication highway, trader, offshore, cargo, port, crane</i> Key expressions/structure: <i>Past perfect tense</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners do not enjoy doing listening activities. Use appropriate and relevant material, reassure learners that they will have opportunities to listen to the recording several times and to work with other learners to complete initial tasks. 		
Resources/equipment needed: Coursebook pages 28–29 Workbook page 20 Audio Tracks 9–10 Board		

UNIT 2 LESSON 1 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6–9).

Resources	Starter
Coursebook page 28	<ol style="list-style-type: none"> Put learners into small groups. Have them discuss the starter questions. Ask: <i>What sort of trade did the people of the UAE do in the past?</i> (For example, pearling, fishing, seafaring, oil drilling began in the 1930s.) <i>How did the dhows help with trade?</i> (By transporting goods by sea and for pearling.) <i>Which countries do you think the UAE does most of its trade with nowadays?</i> (India is the UAEs biggest trading partner – trade is in excess of AED 275 billion – other top trading partners are Saudi Arabia, Oman, Switzerland, the US, Japan, China and Germany.) Ask: <i>What types of transportation are used by businesses in the UAE?</i> Write answers on the board. In their groups, learners choose at least three form of transport. Ask: <i>What types of goods are transported using these?</i> Use the photos to pre-teach/ elicit <i>cargo ship, cargo, port, crane</i>.
Resources	Main Activity
Coursebook page 28 Audio Track 9	<p>Listening: Activity 1</p> <ol style="list-style-type: none"> Write the following words on the board: trade route, communication highway, trader, offshore, infrastructure. In small groups, learners discuss the meaning of the words. Elicit learners ideas and prompt them to discover the meaning of these words. Read aloud the instructions in the Coursebook. Learners listen and then discuss their ideas for a title for the interview. <p>CORE Feedback Elicit answers and write them on the board. If you wish, have a class vote for the best title.</p> <p>Answers</p> <p>Learners' own answers</p>
Coursebook page 29 Audio Track 10	<p>Listening: Activity 2</p> <ol style="list-style-type: none"> Tell learners they are going to listen to part of the interview again. Give learners time to read the sentences and to check any unknown words. Encourage learners to guess the answers based on what they remember from the first time they listened to the interview. Explain that they must listen and for each sentence circle T if the sentence is true, F if the sentence is false. Point out that the audio may not give them the answer and in this case they should circle NI for no information. Play the audio. Learners listen and circle. If you wish, play the audio again. In pairs, learners check their answers. <p>CORE Feedback Elicit answers and check as a class.</p> <p>Answers</p> <ol style="list-style-type: none"> F (Dhows were anchored offshore; it was a slow process moving cargo to the port until a crane was brought from Scotland.) F (Transport infrastructure was very poor, only donkey carts or pick ups on sand tracks through the desert.) T

	4. NG (The UAE has an amazing network of communication highways connecting emirates with each other and other GCC countries, but it doesn't say whether it's the best in the world.)		
	Differentiation activities (Support): 1. Learners can listen along with the audioscript.		
	Differentiation activities (Stretch): 1. Encourage learners to be able to explain why statements are false.		
Workbook page 20	Workbook: Activity 1 1. Learners write sentences using the words given. They work individually. 2. Learners work in small groups discussing their answers. EXTENSION Feedback 1. Encourage peer feedback for this activity. Monitor learners and check their answers as you go around the room. Answers Learners' own answers		
	Differentiation activities (Support): 1. Put learners into mixed ability pairs or learners requiring support can work together.		
	Differentiation activities (Stretch): 1. Learners produce sentences with two or more key words/phrases. This could also be extended to paragraphs depending on the ability of the learners. For instance, a sentence using more than one target phrase: 'It is important to ensure trade routes have good infrastructure so that goods can be transported quickly and easily.'		
Resources	Plenary		
	1. Ask learners: <i>What is the future is for trade in the UAE?</i> Learners work in small groups and feedback, or have a whole class discussion. Possible ideas: Learners may be aware that the UAE is diversifying its economy so that it is not reliant on oil or natural gas. Tourism, for instance, is a major source of income now for the UAE. Ask: <i>How else could the UAE move forward?</i> Prompt/explain that there is a big focus on innovation, science, maths, engineering and the arts. Ask: <i>What could this mean for the UAE?</i> Feedback Groups report back to the class and compare their answers. Write some examples on the board.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G12.1.1.1) Listen to extracts of authentic material on concrete and abstract topics delivered at normal speed; apply various strategies and listening and comprehension skills.			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 12	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To develop learners' ability to listen for gist and to take notes. Speaking: To get learners to work collaboratively in generating ideas about the target topic.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • listen to a grade appropriate discussion and understand the main ideas • take notes while listening to an interview and use the notes for a productive activity • collaborate with a partner to check answers to target questions.
Link to prior learning: <ul style="list-style-type: none"> • Lexis related to trade and transportation 21st Century Skills: <ul style="list-style-type: none"> • Life and Career Skills: Master working within a diverse group by respecting cultural differences, knowing when to speak and when to listen, and responding open-mindedly to different ideas and values 		
Key vocabulary: <i>Trade route, infrastructure, communication highway, trader, offshore, cargo, port, crane</i> Key expressions/structure: <i>past perfect tense</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners do not enjoy doing listening activities. Use appropriate and relevant material, reassure learners that they will have opportunities to listen to the recording several times and to work with other learners to complete initial tasks. 		
Resources/equipment needed: Coursebook page 29 Workbook pages 20–21 Audio Track 9 Board		

UNIT 2 LESSON 2 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6–9).

Resources	Starter
	<ol style="list-style-type: none"> 1. Brainstorm the new vocabulary from the previous lesson. 2. Play 'Backs to the Board' to practice the new lexis from the last lesson.
Resources	Main Activity
Coursebook page 29 Audio Track 9	<p>Listening: Activity 3</p> <ol style="list-style-type: none"> 1. Read the rubric with the class. 2. Refer learners to the <i>Listening strategy</i> box and the graphic organiser on the page. 3. Elicit how learners would prefer to organise their notes. 4. Learners listen and complete the activity individually. 5. Play the audio twice. <p>CORE</p> <p>Feedback</p> <p>Check that learners have written in each column and that all have detected some important information. Play audio again if learners' notes are insufficient.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Organise the learners into groups. Replay the listening several times to support learners, or add some prompts into the table for them. 2. Encourage learners to check each other's notes. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Give the learners a target number of key points to listen for. Then ask them to add more if they can. 2. Make it a competition to encourage intensive listening.
Coursebook page 29	<p>Speaking: Activity 4</p> <ol style="list-style-type: none"> 1. In pairs, learners compare their notes from the previous activity. 2. Remind learners there is no correct way of organising notes and it is whatever works best for the individual. 3. Ask learners to think about what they can learn from each other's notes. <p>DESIRABLE</p> <p>Feedback</p> <p>Encourage and support peer feedback.</p> <p>Answers</p> <p>Learners' own answers</p>

<p>Workbook page 20</p>	<p>Workbook: Language tip</p> <ol style="list-style-type: none"> 1. Read through the <i>Language tip</i> box as a class. Look particularly at the example given and the target structure. 2. Give (or elicit) some more examples, for example <i>Mohammed ate his breakfast after I had eaten mine</i>. Write them on the board. Introduce learners to the use of contractions, for example <i>Mohammed ate his breakfast after I'd eaten mine</i>. 3. Ask learners to read the audioscript in the back of their Coursebooks (Track 8) and to underline any other examples of the past perfect tense. 4. In pairs, learners compare the sentences they underlined. 5. Elicit some examples from the class. Write them on the board. Highlight the past perfect tense. <p>CORE</p>
<p>Workbook pages 20–21</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Explain that this activity requires learners to decide whether the grammar and meaning of the sentences is correct or incorrect. They read the first sentence and then decide if the sentence below matches it in meaning and uses the correct grammar. 2. Do the first as an example with the class. 3. Learners complete the activity individually. 4. In pairs, learners check their answers. <p>DESIRABLE</p> <p>Feedback</p> <p>Nominate a learner to lead whole class feedback.</p> <p>Ask learners to identify which two sentences did not match and to say why. Write the correct sentences on the board.</p> <p>Answers</p> <p>1 correct; 2 wrong, because the sentence is missing 'been'; 3 correct; 4 wrong because 'had' is missing</p>
<p>Workbook page 21</p>	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Learners combine and rewrite the sentences using the past perfect tense. 2. Tell learners to refer to the <i>Language tip</i> box for guidance. Tell learners to use the same format as for the previous activity. <p>EXTENSION</p> <p>Feedback</p> <p>Have learners peer check their work in pairs or small groups. Then have whole class feedback. Write the answers on the board.</p> <p>Answers</p> <p>a I had been to the BBQ before I went to the cinema; b She had eaten breakfast when the phone rang; c Ahmed had studied English at school before he went to college in the US; d I had left my phone at home so I couldn't ring my friend.</p>
<p>Workbook page 21</p>	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Tell learners to refer to the notes they made for Coursebook Activity 3. 2. Have learners choose one of the themes from the listening. 3. They write a summary in the space provided. <p>CORE</p> <p>Feedback</p> <p>Collect Workbooks and write individual targeted feedback.</p> <p>Answers</p> <p>Accept all reasonable answers.</p>

Resources	Plenary		
	1. Learners work in small groups discussing what new vocabulary they have learnt this lesson. They make a list. 2. Groups check their lists with another group. 3. Teacher uses these words to play a vocab game, for example back to the board. (See page 7 for how to play the game.)		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G12.1.1.1) Listen to extracts of authentic material on concrete and abstract topics delivered at normal speed; apply various strategies and listening and comprehension skills.			

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 12	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: Strategies for improving reading speed. Skimming, scanning/reading in detail.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read an informative text • skim text to identify section themes • scan text to identify meanings of chosen words/phrases.
Link to prior learning: <ul style="list-style-type: none"> • Interact with the text proficiently and independently using active reading strategies e.g. skimming/scanning 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>adornment, ground, intricate, stain, topically, to decorate, century/centuries, pattern, heritage, paste, ingredient, palm, ailment, technique, method</i> Key expressions/structure: Linking phrases, for example for example, such as, also, etc.		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners do not enjoy reading extended texts and have difficulty identifying key themes/ vocabulary within a set time. Use engaging and fun reading activities that are exploited for developing reading fluency and enjoyment. 		
Resources/equipment needed: Coursebook pages 30–31 Workbook page 22 Board Dictionaries or access to an online dictionary such as the Cambridge Dictionary (dictionary.cambridge.org)		

UNIT 2 LESSON 3 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6–9).

Resources	Starter
Coursebook page 30	<ol style="list-style-type: none"> Learners look at the picture of henna and discuss what they see. Elicit as much prior knowledge of the subject/related vocabulary as possible. Write the words on the board. Take the opportunity to pre-teach/elicit some of the key vocabulary. Learners look at the starter questions in the Coursebook and discuss the questions in small groups: <i>On what occasions do women use henna? Why is henna part of the Arabic tradition? Can men use henna?</i> Whole class feedback.
Resources	Main Activity
Coursebook page 30–31	<p>Reading: Activities 1 and 2</p> <ol style="list-style-type: none"> Remind learners how to skim text, i.e. that they don't need to read in detail and that the general meaning is usually to be found in the first or last sentence of each paragraph. For Activity 2, check that learners understand what they need to do. Give them a set time (two minutes) to skim text and match headings to their relevant sections. Learners write the headings onto the text in the correct place. <p>CORE</p> <p>Feedback In pairs, learners peer check and discuss their answers. Elicit answers.</p> <p>Answers</p> <p>1 D; 2 B; 3 A; 4 C</p>
Coursebook page 31	<p>Reading: Activity 3</p> <ol style="list-style-type: none"> Remind learners how to scan text i.e. quickly search text for particular word/term and read around it to find answers. Learners scan text and answer questions 1 to 5. If time allows, have learners quietly re-read the text. Let them ask you any vocabulary questions they may have. <p>CORE</p> <p>Feedback Peer check and discuss. Teacher elicit answers.</p> <p>Answers</p> <p>1 C; 2 A; 3 Tea, water, lemon juice, sugar, essentials oils (any 3); 4 C</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Highlight the key words in the question in order to guide learners to the relevant part of the text. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Pairwork. Learners take it in turns to read alternate paragraphs from the text, close their books and summarise orally.
Workbook page 22	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> This activity is to encourage learners to take responsibility for their learning and to raise awareness of techniques for expanding their vocabulary. Tell learners that all the words are from the reading text on page 31 of their Coursebooks. Do the first one with the class as an example.

	<p>3. Learners write their own word definitions.</p> <p>4. Learners note any clues which helped them write the definition. These clues can be from the text or from prior knowledge.</p> <p>5. Learners compare their answers with a partner/group. They can check their answers in a suitable online dictionary such as the Cambridge Dictionary (dictionary.cambridge.org) or in a class dictionary.</p> <p>CORE Feedback Have a class discussion. Elicit learners' answers.</p> <p>Answers</p> <p>Learners' own answers</p>		
Workbook page 22	<p>Workbook: Activity 2</p> <p>1. Learners read the selection of ten words. Tell learners that all the words are from the reading text on page 30 of their Coursebooks.</p> <p>2. Learners choose at least five words from the selection. They can use a dictionary to check the meaning if necessary.</p> <p>3. Learners write sentences with their chosen words.</p> <p>DESIRABLE Feedback Go through the words with the class. Check learners understand the meaning of each word. Elicit example sentences from the learners.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <p>1. Learners can work in groups or in pairs; stronger learners can be paired with weaker.</p> <p>2. Give clues.</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners can write sentences that include two or more of the words they have chosen.</p> <p>2. Learners can list synonyms/antonyms for the words they have chosen.</p>		
Resources	Plenary		
	1. Lead an informal quiz checking words/definitions covered in this lesson.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz		feedback	Verbal feedback
Standards/SLOs:			
(G12.1.1.1) Listen to extracts of authentic material on concrete and abstract topics delivered at normal speed; apply various strategies and listening and comprehension skills.			

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 12	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Writing: To encourage learners to write a summary of two paragraphs about the art of henna. Speaking: Learners to engage in collaborative group discussions.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • identify key features of writing such as linking words for sequencing adding/supporting information and giving examples • write an introduction and body paragraph using key vocabulary and linking phrases.
Link to prior learning: <ul style="list-style-type: none"> • Organising writing and exploring <i>The art of henna</i> 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation: Learn to solve problems and reach conclusions by making judgments through research and analysis 		
Key vocabulary: <i>adornment, ground, intricate, stain, topically, to decorate, century/centuries, pattern, heritage, paste, ingredient, palm, ailment, technique, method</i> Key expressions/structure: Linking phrases, for example, such as, also, etc.		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • learners do not feel confident about writing. • Engage learners with the topic, give clear guidelines and set expectations that are achievable. 		
Resources/equipment needed: Coursebook pages 30–31 Workbook page 23 Board		

UNIT 2 LESSON 4 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6–9).

Resources	Starter
	<ol style="list-style-type: none"> 1. Play a game to revise the vocabulary from the previous lesson. 2. Write the key vocabulary from Lesson 3 on the board. 3. Give learners two minutes to revise the vocabulary using personal notes and dictionaries. 4. Put learners into small groups. Learner A chooses a word. They do not tell the group the word they have chosen. They define the word. They must not say the actual word. The first learner to correctly guess the word gets a point. It's now Learner Bs turn to choose a word and so on. The learner with the most points wins. 5. Ask learners what style of henna they prefer: modern or traditional, etc.
Resources	Main Activity
Coursebook pages 30–31	<p>Speaking: Activity 4</p> <ol style="list-style-type: none"> 1. Have learners read the text on page 30 again. 2. Learners discuss the reading text and address the questions in groups. <p>DESIRABLE</p> <p>Feedback Groups share their ideas and teacher elicits answers.</p> <p>Answers</p> <ol style="list-style-type: none"> 1. Learners' responses are accepted.
Coursebook page 31	<p>Reading: Activity 5</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the <i>Writing tip</i> box and the use of linking words. Read it aloud to the class. 2. Elicit/give examples of linking words. Write example sentences on the board. 3. Learners read text again and underline the linking words. 4. Lead a class discussion about their purpose – as given in the tip box. 5. Make learners aware that using these types of words in their writing will make it more cohesive. <p>CORE</p> <p>Feedback Peer check and whole class feedback.</p> <p>Answers</p> <p>then, for example, also, such as, as well as, for instance, and</p>
Workbook page 23	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Learners categorise the linking words into different columns. 2. Learners work individually. <p>DESIRABLE</p> <p>Feedback Peer check and correct. Copy the table onto the board and invite learners to add words to the table.</p> <p>Answers</p> <p>Sequencing: then, firstly, secondly, finally, to begin, next; Adding/supporting: furthermore, in addition, also, and, as well as; Giving examples: for instance, for example, such as, to illustrate.</p>

Workbook page 23	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> Learners complete the cloze exercise with words from the table in Activity 3. Learners work individually. <p>CORE Feedback</p> <p>Put learners into pairs and encourage them to peer check the answers. Then have whole class feedback.</p> <p>Answers</p> <p>1 begin, then; 2 furthermore/in addition; 3 such as/for example; 4 firstly, secondly</p>		
Coursebook page 31	<p>Writing: Activity 6</p> <ol style="list-style-type: none"> Learners follow the instructions and write a 150 word summary of the article on the art of henna. Learners can refer to the reading as a source of information. Encourage learners to look back at the linking words in the previous Workbook activities, as well as in the reading text to develop fluency in their writing. <p>CORE Feedback</p> <p>Learners underline the linking words that they have used in their writing. Teacher can give a reward to the student who has used the linking words most accurately. Collect and review learners' writing and highlight where they have accurately fulfilled the brief. Give guidance to improve the writing where needed. Have learners use the feedback to write an improved version of their summary.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Limit the amount of linking words that learners have to use to: in addition, for example, and, then. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners have to use at least seven of the linking words in their writing, and should write 200 words. 		
Resources	<p>Plenary</p>		
	<ol style="list-style-type: none"> Learners can underline the new vocabulary they have used in their writing and swap with a partner to compare who has used the most. 		
<p>Learning styles catered for (✓):</p>			
<p>Visual ✓</p>	<p>Auditory ✓</p>	<p>Read/Write ✓</p>	<p>Kinaesthetic</p>
<p>Assessment for learning opportunities (✓):</p>			
<p>Observation</p>	<p>Student self-assessment</p>	<p>Oral questioning</p>	<p>Peer assessment</p>
<p>Group discussions</p>	<p>Comparing to classmates writing</p>	<p>Written work and feedback</p>	<p>Verbal feedback</p>
<p>Standards/SLOs:</p> <p>(G12.3.4.1.1.) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.</p>			

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 12	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To develop learners' ability listen to a conversation and take notes. Vocabulary: To encourage learners to use context to derive meaning of unknown lexis. Speaking: To get learners to talk about and describe past events using <i>used to/would</i> .		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> listen to a conversation between a father and son about weddings and detect key information to make notes.
Link to prior learning: <ul style="list-style-type: none"> Traditions specific to the Arab world. Other ways of expressing past events 21st Century Skills: <ul style="list-style-type: none"> Not applicable 		
Key vocabulary: <i>venue, event, expense, limit (v), bride, groom, dowry, honeymoon, lavish (v)</i> Key expressions/structure: <i>tie the knot; used to/would</i> to talk about repeated actions in the past		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners may be distracted by the comparatively lexical-dense listening. Make sure the pre-listening activity is covered and emphasise the importance of listening for key information and the techniques used in making the notes – abbreviations, omitting grammatical words, etc. Some learners will find it hard to differentiate between the different pronunciation of <i>used</i> (<i>I used to/didn't used to</i> walk to school; Phones are <i>used to</i> contact people). Give/Elicit plenty of examples and drill. You could drill back, for example start at the end of phrase and model each chunk working backwards. Drill: <i>to school/walk to school/used to walk to school/I didn't used to walk to school.</i> 		
Resources/equipment needed: Coursebook page 32–33 Workbook pages 24–25 Audio Track 11 Board		

UNIT 2 LESSON 5 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6–9).

Resources	Starter
Coursebook page 32	<ol style="list-style-type: none"> 1. Tell learners to look at the picture. Ask: <i>What can you see? What does it represent?</i> 2. Go through the starter questions with class and elicit responses. Ask: <i>Have you ever been to a wedding? Say: Tell us about it.</i> 3. Pull out key vocabulary and write it on the board.
Resources	Main activity
Coursebook page 32	<p>Listening: Activity 1</p> <ol style="list-style-type: none"> 1. Focus learners' attention on the photograph. Ask learners what kind of relationship they think the father and son have. 2. Read the rubric aloud or invite a learner to do so. Ask groups to discuss the questions. <p>Feedback</p> <p>Ask groups to share their responses to the questions with the class. Write their answers on the board.</p>
Coursebook page 32 Audio Track 11	<p>Listening: Activity 2</p> <ol style="list-style-type: none"> 1. Elicit why note-taking is an important skill. Go through some techniques for note-taking, for example using abbreviations, key words, etc. (See Unit 1, Lessons 13 and 14 for more information about note-taking.) 2. Refer learners to the <i>Listening strategy</i> box. 3. Make learners aware that although there is a lot of language they only need to make very brief notes. This should give them a clearer idea of effective note-taking and the specific skill it requires. Refer learners to the graphic organiser and look at the example. Learners can write in their Coursebooks or copy the table into their notebooks. 4. Focus on the example and play recording to 'Yes, dad. But times have changed.' Review the notes they have taken so far as a class. 5. Feed key vocabulary to the learners. Play the recording to the end. Ask learners to compare with a partner(s) what notes they have. 6. Play the recording again, reminding learners to only focus on the information they need. If you wish, learners can look at the audioscript on page 114 of their Coursebook for extra support. <p>CORE</p> <p>Feedback:</p> <p>Draw the graphic organiser on board and ask for volunteers to complete it. Make sure all learners copy the graphic organiser into their notebooks as they will need this information later.</p> <p>Answers</p> <p>The main differences the learners should have identified are: 2 hotels vs home/tent; 3 white dress vs traditional green dress; 4 marriage fund for people earning less than 20000AED vs marriage fund for everyone; 5 dowry limit vs unlimited dowry; 6 honeymoons popular vs not so popular</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Play the recording a third time and stop the audio after each difference is mentioned.

	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Invite feedback from learners after first listening. Learners mingle and talk to each other in order to find all the missing information.
<p>Workbook page 24</p>	<p>Workbook: Activities 1 and 2</p> <ol style="list-style-type: none"> 1. Ask learners to cover the definitions in the right hand column of the table. Have learners look at the words in the left hand column of the table and elicit any definitions the learners know. Give example sentences with the words to help the learners. This will encourage them to use the context to help with unknown lexis. 2. Learners match the words on the left to the correct definition on the right. Explain to learners that there are two extra definitions. Pairs compare answers. 3. Learners complete the second question. Pairs compare answers. <p>CORE</p> <p>Feedback</p> <p>Nominate a pair to lead feedback.</p> <p>Answers</p> <p>Activity 1: 1g; 2 k; 3 i; 4 a; 5 h; 6 c; 7 b; 8 d; 9 l; 10 e</p> <p>Activity 2: f = marriage fund; j = traditional</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Allow learners to work in pairs. Let them use the audioscript (Track 11) to see the words in context.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners use audioscript (Track 11) to test each other with more definitions.
<p>Coursebook page 33</p>	<p>Language Focus: Activity 3</p> <ol style="list-style-type: none"> 1. Tell the learners some things that you used to/would do when you were younger. Make it obvious that you don't do them now. Write some examples on the board. 2. Underline <i>used to/would</i> and elicit from learners why they are used and how they differ from the simple past. 3. Go through the <i>Use of English</i> box. Drill examples for pronunciation (<i>used to, didn't use to, did you use to, contraction of would</i>) and point out spelling differences between <i>used to</i> positive, negative and question forms. 4. Draw a picture of a TV on the board and ask the question: <i>What did people use to do before TV?</i> Elicit answers and encourage the use of complete sentences. 5. Learners complete activity in pairs/small groups. Circulate and praise the correct use of <i>used to/would</i>. Note down any errors. <p>CORE</p> <p>Feedback</p> <p>Write up any errors detected during monitoring on the board. Be sure not to identify who made the errors. Elicit peer correction.</p>
<p>Workbook page 24</p>	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Learners work individually. They complete the sentences by selecting one of the multiple choice answers. 2. Pairs compare answers. <p>CORE</p> <p>Feedback</p> <p>Whole class feedback.</p> <p>Answers</p> <p>1 a; 2 c; 3 c; 4 a</p>

Workbook page 25	<p>Workbook: Activity 4</p> <p>1. In pairs, learners complete the sentences with ‘used to’ or ‘would’.</p> <p>2. Pairs compare their answers with another pair.</p> <p>Feedback</p> <p>To encourage more focused listening read out the passage, but put a wrong answer in some of the spaces. Allow learners to correct you.</p> <p>Answers</p> <p>1 used to live; 2 used to have; 3 would spend/used to spend; 4 used to have; 5 would stay; 6 wouldn't get didn't use to get 7 used to enjoy</p>		
Resources	Plenary		
	<p>1. Working in groups, learners tell each other about things they <i>used to/would</i> do but don't anymore and about things they <i>didn't use to/wouldn't</i> do.</p> <p>2. Monitor carefully and encourage use of target structures and expansion. Support learners to expand their sentences by giving a reason, justifying their ideas etc., for example <i>I didn't use to play football because ...</i></p> <p>3. Spokespeople from each group can report back to class – <i>Sultan used to ... Ayesha would ...</i></p>		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>(G12.1.1.1.3) Understand the main points and details of descriptions about events and note details.</p> <p>(G12.4.1.1.6) Make notes from listening, use the notes to present a summary.</p> <p>(G12.3.4.1.1) Use context to determine the meaning of words and phrases.</p>			

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 12	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Vocabulary: To encourage learners to use subject-specific lexis in order to talk about different cultural events.</p> <p>Speaking: To encourage learners to mind map and use their own notes to develop a conversation.</p> <p>Writing: To develop learners' ability to expand notes into more complex sentences/full texts.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> organise notes in a coherent and logical way extract information from their notes in order to participate in a conversation about a given topic use their existing lexical knowledge to provide definitions for unknown words/expressions use their own notes and mind maps to develop a dialogue about weddings talk about the way weddings were conducted in the past using the target language of <i>used to/would</i>.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> Traditions specific to the Arab world. Other ways of expressing past events <p>21st Century Skills:</p> <ul style="list-style-type: none"> Global Awareness: Master words and phrases to communicate through media with other students in English-speaking countries 		
<p>Key vocabulary: <i>venue, event, tie the knot, expense, limit (v), bride, groom, dowry, honeymoon, lavish (v)</i></p> <p>Key expressions/structure: <i>used to/would</i> to talk about repeated actions in the past</p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> Learners may not be familiar with mind mapping nor see the point of it. Make good use of the board and get the learners involved, for example ask them to come to front of class and complete the mind map. Perhaps let them do it together as a group with little input from teacher until feedback. 		
<p>Resources/equipment needed:</p> <p>Coursebook page 33</p> <p>Workbook page 25</p> <p>Audio Track 11</p> <p>dictionaries</p> <p>Board</p>		

UNIT 2 LESSON 6 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6–9).

Resources	Starter
Audio Track 11	<ol style="list-style-type: none"> 1. Play the recording from the previous lesson. Whenever the learners hear the speakers using <i>used to</i> or <i>would</i> they should shout 'Stop!' This can be made into a competition between teams. The team that shouts first wins a point. Check that they are correct. The team with the most points wins.
Resources	Main activity
Coursebook page 33	<p>Vocabulary: Activity 4</p> <ol style="list-style-type: none"> 1. Give the definition to one of the words and elicit the word it is describing. 2. Learners work in pairs to work out the meanings. 3. If you wish, provide learners with dictionaries. Remind them that they can look at the audioscript (Track 11) and find the words in context. 4. Drill the new vocabulary. Focus the learners attention on the correct place to stress the word. <p>DESIRABLE</p> <p>Feedback</p> <p>Provide the definitions but occasionally make a slight change so the definition is wrong (for example, <i>lavish – to give something in small amounts</i>). Depending on class size this could be a competition – learners decide whether definition is true or false. If false, they must correct it to get full points. Use an online dictionary such as the Cambridge Online Dictionary to check definitions, if necessary.</p> <p>Answers</p> <p>Learner's own.</p>
Coursebook page 33	<p>Speaking: Activity 5</p> <ol style="list-style-type: none"> 1. Elicit what learners know about mind maps. Ask: <i>When have you used mind mapping techniques? Why and when are such techniques useful?</i> 2. Draw a similar mind map on the board. Ask learners to look at the graphic organiser they completed in the previous lesson's listening activity. 3. Complete two of the boxes together, for example <i>traditional – green dresses; modern – white dresses</i>. 4. Explain that learners are going to use the mind map to help them prepare for a speaking activity. 5. Learners copy the mind maps into their notebooks. They complete the rest of the map. They might need to add more boxes/bubbles. <p>CORE</p> <p>Feedback:</p> <p>Ask volunteers to come to board to add information to the mind map.</p>

Coursebook page 33 Audio Track 11	Speaking: Activity 6 1. Remind learners of <i>used to/would</i> structures. Elicit example sentences using the information in the mind map. 2. Play the listening again to remind learners of the conversation structure. 3. Learners role play a similar conversation. Learner A is the parent and Learner B is the child about to get married. 4. Monitor but don't correct. Deal with common errors during feedback session. CORE Feedback: Select pairs to perform their role play. Deal with common errors as a class and encourage peer correction. Don't forget to praise good use of language, especially use of target structures.		
	Differentiation activities (Support): 1. Learners may find the role-play/conversation daunting. Model some of the conversation with a stronger student. Alternatively, learners can use the transcript as a guide and as they get more confident rely on it less and less.		
	Differentiation activities (Stretch): 1. Learners can develop similar conversations on different themes, for example <i>grandfather and grandson talking about school; leisure time, etc.</i>		
Workbook page 25	Activity 5 1. Read the rubric (Look at the table in Activity 2 on page 32 of the Coursebook. Expand your notes to make complete sentences.) to the learners and check understanding. Look at the example in the Workbook with the class. 2. Learners write up their notes into full sentences. 3. Learners work individually. EXTENSION Feedback: Volunteers can write sentences on board. Answers Learners' own answers		
Resources	Plenary		
	1. In small groups, learners talk about what kind of wedding they would like to have – traditional/modern? Venue? Guests? Number of guests? etc.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G12.2.1.1.1) Build upon and continue using a variety of language functions and expressions. (G12.2.1.1.3) Initiate and participate effectively in a range of collaborative discussions.			

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 12	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To develop learners' ability to understand and use contextually relevant words and phrases. Writing: To get learners to write a collaborative essay on a familiar subject		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • describe a familiar situation • present ideas and develop ability to acquire new context related vocabulary • write an essay using thesis statements and supporting examples.
Link to prior learning: <ul style="list-style-type: none"> • Celebrations – wedding and the art of henna 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation Skills: Master learning to articulate thoughts and ideas in English using oral, written and non-verbal communications skills with diverse groups of students 		
Key vocabulary: <i>tradition, marriage fund, ceremony, expensive, tent, debt, different, prepare</i> Key expressions/structure: <i>would/used to</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners do not feel confident in expressing themselves in English. Include pair and group work to build confidence. • Learners do not feel confident about writing at length. Provide well-scaffolded writing activities. 		
Resources/equipment needed: Coursebook pages 34–35 Workbook page 26 Flashcards of the key vocabulary from this unit with the word/phrase on one side and the definition on the other. One flashcard per learner. Plain paper Coloured pencils Sticky notes		

UNIT 2 LESSON 7 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6–9).

Resources	Starter
	<ol style="list-style-type: none"> 1. Create flashcards of the key vocabulary from this unit with the word/phrase on one side and the definition on the other. Hand out one flashcard to each learner. 2. The learners move around the classroom asking each other the definition of the word on their card. If both learners are correct, they swap cards. 3. After five to seven minutes, you can ask learners to give a meaningful sentence using the word on their card.
Resources	Main activity
Coursebook page 34	<p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1. Working individually, learners complete the cloze exercise using the target language from the box. 2. In pairs, learners check their answers. 3. In groups of four, learners peer-assess their answers. <p>CORE</p> <p>Feedback</p> <p>Ask learners to read out the answers in context, placing emphasis on the communicative nature of the response.</p> <div style="background-color: #d3d3d3; padding: 5px;">Answers</div> <p>1 different; 2 tents; 3 prepare; 4 marriage fund; 5 debt; 6 expensive; 7 ceremony; 8 traditions</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Place learners in groups of four and guide them towards finding the correct answers. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Place learners in groups of four and ask them to practise reading out the paragraph in a communicative, natural style.
Coursebook page 34	<p>Speaking: Activity 2</p> <ol style="list-style-type: none"> 1. Refer learners to the <i>Speaking tip</i> box and go through it with the class. Explain what an open-ended question is, i.e. it is a question that cannot be answered with a simple 'yes' or 'no'. 2. Explain that this activity will help prepare them for what they have to do in Activity 3. 3. Pairs practise asking and answering the questions. <p>Feedback</p> <p>Invite individual learners to share their answers with the class.</p>
Coursebook pages 34–35	<p>Speaking: Activity 3</p> <ol style="list-style-type: none"> 1. Write or project the talking points on the board and answer them yourself to model the task for the learners. 2. Draw learners attention to the graphic organiser on page 35. Give learners a few minutes to make notes about the topic in the graphic organiser provided. (Alternatively, have learners copy the graphic organiser into their notebooks and then pair them intentionally with their peers. You can do this by giving each pair the same number, for example both learners with number four come together to work.) 3. Learners share their stories with each other while you monitor and make notes of any errors/linguistic issues.

	<p>CORE Feedback Ask some learners to share their memories or stories in groups of four or five. Then write up some errors you noted during monitoring (don't identify who made the error) and elicit peer correction.</p> <p>Differentiation activities (Support): 1. Pair support learners together with a scaffold consisting of sentence stems and extra vocabulary to be used.</p> <p>Differentiation activities (Stretch): 1. Pair high achieving learners together and ask them to extend their descriptions beyond the points given in the Coursebook. Give stretch learners the following questions: 1. What was served for the meal? 2. What was the weather like? 3. How many guests were there? 4. Describe the reception hall (flowers, decorations, colours, etc.).</p>
<p>Workbook page 26</p>	<p>Workbook: Activity 1 1. Refer learners to the mind map they created on page 33 of the Coursebook. 2. Refer the class to the essay outline in their Workbooks. Go through each term with the class and check comprehension. 3. Place learners in groups of five and assign a leader to each group. 4. Groups work together to complete the essay outline. The leader must manage the group and make sure that all paragraphs are in line with the original thesis statement and that the finished outline makes sense.</p> <p>CORE Feedback Each group leader can read out their group's outline or each learner within a group can read out their section.</p> <p>Differentiation activities (Support): 1. Place learners in mixed ability groups.</p> <p>Differentiation activities (Stretch): 1. Each learner is assigned to lead a group.</p>
<p>Workbook page 26</p>	<p>Workbook: Activity 2 1. Using the notes they make in Workbook Activity 1, learners write the essay. 2. Learners write the essay in their notebooks. They should write about 200 words. 3. If you wish, this could be set as homework.</p> <p>DESIRABLE Feedback Take the essays in and give learners individual written feedback.</p>
<p>Resources</p>	<p>Plenary</p> <p>1. Each group makes a quick sketch of either a modern or traditional wedding (learner's choice) including seven words on the sketch to describe the scene. Put the pictures on the classroom walls, encourage the learners to do a gallery walk. 2. To leave the classroom, each learner must provide an "exit pass". This time the exit pass should be one word from one of the pictures, plus a definition of the word.</p>

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G12.2.1.1.3) Initiate and participate effectively in a range of collaborative discussions with diverse partners.			
(G12.4.1.1) Write for a range of tasks, purposes and audiences.			
(G12.4.2.1.1) Build on and continue applying language structures learned previously.			

LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 12	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To develop learners' ability to engage in collaborative discussions. Writing: To get learners to write information rich, coherent answers on a familiar subject.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • express opinions related to weddings • present ideas and develop their ability to use vocabulary around the topic of weddings • write extended answers to questions about weddings.
Link to prior learning: <ul style="list-style-type: none"> • Celebrations – weddings and the art of henna 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>tradition, celebrate, adorning, paste, ingredient, pattern, intricate, technique, stain, darker</i> Key expressions/structure: <i>would/used to, not only/but</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners do not feel confident in expressing themselves in English. Include pair and group work to build confidence. • Learners do not feel confident about writing at length. Provide well-scaffolded writing activities. 		
Resources/equipment needed: Coursebook page 35 Workbook page 27 Plain paper Markers or coloured pencils (brown, black and orange) Mini whiteboards/plain paper Whiteboard marker/pencils PCM 2 – (cut up and have one speech bubble per learner)		

UNIT 2 LESSON 8 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6–9).

Resources	Starter
	<ol style="list-style-type: none"> 1. Give each female learner a sheet of plain paper. They draw around their hand and then fill in the outline with their design of choice. Learners can explain why they chose this design. 2. Male learners should look at the picture on page 35 of the Coursebook and describe the design. Ask them to say if they like it or not and why.
Resources	Main activity
Coursebook page 35	<p>Reading: Activity 4</p> <ol style="list-style-type: none"> 1. Read through the text and ask learners to write a list of the vocabulary they think may be needed to complete the text. 2. Have learners underline any words they don't know. Write them on the board. Teach/revise the words. 3. Have learners read the text aloud in pairs and work together to refine their lists. 4. In groups, learners complete the cloze activity using their vocabulary lists. <p>CORE</p> <p>Feedback</p> <p>Elicit answers from the learners. Accept synonyms. Point out the key vocabulary words to learners. Write them on the board.</p> <p>Suggested answers</p> <p>1 tradition; 2 celebrate; 3 adorning; 4 paste; 5 ingredients; 6 patterns; 7 intricate; 8 techniques; 9 stain; 10 darker</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide vocabulary with definitions. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to provide synonyms for vocabulary used
Workbook page 27	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Refer learners to the question: Do you know anything about the history of henna? 2. Ask volunteers to read out both answers. Ask: <i>Which answer is better? Why?</i> Elicit responses from the class. 3. Ask for other possible answers that start with 'Yes, I know that ...' <p>CORE</p> <p>Feedback</p> <p>Elicit the reasons why one type of answer is better than the other.</p> <p>Answer</p> <p>2 Because it is information rich.</p>

Workbook page 27	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Read the instructions with learners. Then ask two learners to read out the speech bubbles. 2. Ask learners to choose 1, 2 or 3 as the best ending for the sentence in the second speech bubble. Elicit their answers and why they choose it. 3. Write a new question on the board (with an answer stem and three different possible endings as in the Workbook). 4. Each learner writes the answer stem on a mini whiteboard and chooses their own ending from 1, 2 or 3. 5. Learners move around the classroom and find someone else with the same answer as them. The same pair must then extend or elaborate on the answer, writing down their ideas on the mini whiteboard. <p>CORE Feedback In pairs, learners feedback orally on the extension of their original answer.</p>		
Workbook page 27 Coursebook page 30	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1. Read the instructions with learners. 2. Ask volunteers to read the questions aloud. 3. Refer the learners to page 30 of the Coursebook to help them complete their answers. 4. Have learners complete the answers individually and then peer assess their work. <p>CORE Feedback Ask individual learners to read out an answer. Peers listen and agree or suggest alternative.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide learners with gap fill model answers and vocabulary to use in the gap fill. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to write as much as possible for each answer. 		
Resources	Plenary		
PCM 2	<ol style="list-style-type: none"> 1. Cut up copies of PCM 2. Give each learner one speech bubble from PCM 2. 2. Each learner much complete the sentence as an exit pass. 		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G12.2.1.1.3) Initiate and participate effectively in a range of collaborative discussions with diverse partners.			
(G12.4.2.1.1) Build on and continue applying language structures learned previously.			

LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 12	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To develop learners' ability to listen for key information and detect strategies for sustaining a discussion. Speaking: To develop learners' ability to propel conversations by posing and responding to questions that probe reasoning and evidence.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> listen to grade appropriate texts and fill in missing information begin short discussions with appropriate starter questions.
Link to prior learning: <ul style="list-style-type: none"> Lexis related to cultural activities and festivals Discourse markers (<i>Really?; Oh.; Well, etc.</i>) 21st Century Skills: <ul style="list-style-type: none"> Not applicable 		
Key vocabulary: <i>preserve, cultural, traditions, handicraft, artisan</i> Key expressions/structure: Starter questions: <i>Would you mind telling (me/us, etc.) about ... ? Could you tell (me/us, etc.) about ... ? What about ... ?</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners believe that if there are a few words unknown words, they will not be able to understand a listening, or be able to complete a listening activity. Reassure them that they can deduce the overall meaning from the words they do not understand and can often deduce the meaning of new lexis from context cues. 		
Resources/equipment needed: Coursebook page 36 Workbook pages 28–29 Audio Tracks 12–13 Board Two different coloured cards for each student		

UNIT 2 LESSON 9 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6–9).

Resources	Starter
Coursebook page 36	<ol style="list-style-type: none"> 1. Read aloud the opening questions and check comprehension. Ask: <i>Have you ever been to Al Janadriyah Festival? Do you know of any cultural festivals held in the UAE? Have you ever been to a festival that celebrates local culture/traditions?</i> 2. In pairs, learners ask and answer the questions. 3. Take the opportunity to pre-teach/ elicit some of the key vocabulary during feedback. <p>Feedback Learners share their thoughts and ideas with the class.</p>
Resources	Main activity
Coursebook page 36	<p>Listening: Activity 1</p> <ol style="list-style-type: none"> 1. Refer learners to the photos. Ask: <i>What can you see? What do you think the listening will be about?</i> Elicit language and ideas. Try to elicit some of the words related to Workbook Activity 1, for example tradition, culture. Prompt learners and try to elicit handicraft and artisan. You could break down the words to encourage learners to think about the meaning, for example ‘hand’ and ‘craft’ in <i>handicraft</i>, ‘art’ in <i>artisan</i>. <p>CORE Feedback Open-class discussion.</p> <p>Answers</p> <p>Learners' own answers</p>
Workbook page 28	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. In pairs, learners guess what the words mean and make notes in the first column. 2. Inform learners that words are related to the pictures they looked at and will be in the listening they are going to do next. 3. Reassure learners that you do not expect them to know all the words. 4. Explain that they will come back to this after they have listened. <p>CORE Feedback Pairs discuss their ideas. Elicit answers but do not tell learners if their guesses are correct or not.</p> <p>Answers</p> <p>Learners' own answers</p>
Coursebook page 36 Audio Track 12	<p>Listening: Activity 2</p> <ol style="list-style-type: none"> 1. Learners read the rubric and the gist questions. Check comprehension. 2. Learners listen to the audio. They can make notes to help them answer the gist questions, if you wish. 3. In pairs, learners discuss their answers. <p>CORE Feedback Elicit answers and check as a class.</p> <p>Answers</p> <p>They talk about Al Janadriyah festival. They do not agree.</p>

	<p>Differentiation activities (Support): 1. Learners can follow the audioscript while they listen.</p>
	<p>Differentiation activities (Stretch): 1. Ask learners what the speakers disagree on. What is Mohammed’s point of view? What is Faisal’s point of view?</p>
<p>Coursebook page 36 Audio Track 13</p>	<p>Listening: Activity 3 1. Explain that learners are now going to listen to an extract from the listening. They need to write the missing words they hear in the gaps on the page. 2. Allow learners some time to read the extract on the page before listening. 3. Learners listen and write in the spaces provided. Ensure learners are not looking at the audioscript. 4. In pairs, learners compare their answers.</p> <p>CORE Feedback Elicit answers and check as a class.</p> <p>Answers</p> <p>1) everybody 2) no one 3) one 4) anyone 5) you 6) you 7) you</p>
<p>Workbook page 28</p>	<p>Workbook: Activity 2 1. Learners look again at the words in the table in Activity 1, and look at their guesses. Direct learners’ attention to the words highlighted in blue in the Coursebook on page 36. 2. In pairs, learners make any changes or add further notes to the ‘After listening’ column. 3. Learners should be able to deduce meaning from listening. (Because the words are highlighted in blue in the Coursebook, they can look at the text, looking at what comes before and after each lexical item.) However, they can also use dictionaries if needed. 4. Draw learners attention to <i>cultural</i> and <i>traditional</i> and discuss the use of these adjectives.</p> <p>DESIRABLE Feedback Ask a confident pair to share their answers with the class. Encourage other learners to expand or modify definitions where appropriate.</p> <p>Answers</p> <p>Learners’ own answers (teacher must check that they have understood the meanings)</p> <p>Differentiation activities (Support): 1. Give learners synonyms of the words and/or examples.</p> <p>Differentiation activities (Stretch): 1. Ask learners for synonyms and/or examples for the words. 2. Also, can they think of any more related words?</p>

Workbook page 29	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Refer learners to the <i>Language tip</i> box. Work through the example sentences and check understanding. 2. Highlight that <i>-one</i> or <i>-body</i>, for example <i>someone/somebody</i>, are interchangeable. Also, that <i>one</i> is more formal than <i>you</i>. 3. Refer learners to the words they added to the transcript of the interview on page 36 of the Coursebook. 4. Learners choose correct indefinite pronoun individually. 5. In pairs, learners compare answers. <p>DESIRABLE Feedback</p> <p>Give learners two different coloured cards, for example blue and red. If they think the right word is the first one, they raise the blue card. If they think the right answer is the second word, they raise the red card.</p> <p>Answers</p> <p>1 Anyone; 2 somebody; 3 nobody; 4 you; 5 one</p>		
Resources	<p>Plenary</p> <p>In pairs, discuss the following questions:</p> <ol style="list-style-type: none"> 1. What have you learned so far about Al Janadriyah Festival? 2. Based on what you have heard, would you like to go to Al Janadriyah Festival? Why? 		
<p>Learning styles catered for (✓):</p>			
<p>Visual ✓</p>	<p>Auditory ✓</p>	<p>Read/Write ✓</p>	<p>Kinaesthetic</p>
<p>Assessment for learning opportunities (✓):</p>			
<p>Observation</p>	<p>Student self-assessment</p>	<p>Oral questioning</p>	<p>Peer assessment</p>
<p>Quiz</p>	<p>Student presentation</p>	<p>Written work and feedback</p>	<p>Verbal feedback</p>
<p>Standards/SLOs:</p> <p>(G12.2.1.1.5) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions.</p>			

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 12	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Listening: To develop learners' ability to listen for key information and detect strategies for sustaining a discussion.</p> <p>Speaking: To develop learners' ability to propel conversations by posing and responding to questions that probe reasoning and evidence and to clarify, verify, or challenge ideas and conclusions politely.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> listen to grade appropriate texts and fill in missing information notice strategies for clarifying information and interrupting politely during discussions use appropriate functional language to propel conversations by posing and responding to questions that probe reasoning and evidence, and clarify, verify, or challenge ideas and conclusions.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> Lexis related to cultural activities and festivals Discourse markers (<i>Really?; Oh.; Well,</i> etc.) Language of opinion <p>21st Century Skills:</p> <ul style="list-style-type: none"> Learning and Innovation Skills: Master all idea-sharing activities in order to keep students' minds open to accepting and understanding many ideas and concepts to communicate in English 		
<p>Key vocabulary: <i>preserve, culture, tradition, handicraft, artisan</i></p> <p>Key expressions/structure: Functional language for discussions; Starter questions: <i>Would you mind telling (me/us, etc.) about ... ? Could you tell (me/us, etc.) about ... ? What about ... ?;</i> Clarifying</p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> Some learners may view speaking at length as a daunting task and one that requires a great deal of accuracy. Reassure learners that by the end of the lesson they will have 'language chunks' that they will be able to inject into their discussions effectively and which will enable them to keep speaking. 		
<p>Resources/equipment needed:</p> <p>Coursebook page 37</p> <p>Workbook page 29</p> <p>Audio Tracks 14–15</p> <p>Board</p>		

UNIT 2 LESSON 10 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6–9).

Resources	Starter
	<p>1. Play a quick vocabulary game to practise the new lexis presented in lesson 9, for example 'backs to the board' (see page 7 for how to play this game). Play 'What's the word?' Split the class into small groups and ask them to write definitions for the new lexis. The groups take in turns to read them out and the others have to guess which word is being defined.</p> <p>Feedback Whole class activity.</p> <p>Answers Learners' own answers</p>
Resources	Main activity
<p>Coursebook page 37 Audio Track 14</p>	<p>Listening: Activity 4</p> <p>1. Refer learners to the <i>Speaking tip</i> box and go through it with the class. Ask learners what they remember from the interview. Ask where the interview occurred, who was speaking, what did they think, what can you do at Al Janadriyah festival, etc.</p> <p>2. Explain that they are going to listen to the second half of the interview again. Direct their attention to the phrases in the box and explain that they are going to number the phrases as they hear them. Give learners time to read the phrases and check they understand them. To ensure everyone is clear what they have to do, play the audio and pause it just after the first answer. Ask: 'Could you explain that in more detail?' Elicit from the class that this is '1'. Play the rest of the audio.</p> <p>3. Learners complete the activity individually. Play the audio again so learners can check their answers.</p> <p>4. In pairs, learners check their answers.</p> <p>CORE Feedback Nominate a learner or pair of learners to lead class feedback.</p> <p>Answers 1 Could you tell our viewers about ...?; 2 Would you mind ...?; 3 mmm ... mmm ...; 4 And what about ...?; 5 Could you explain that in more detail?; 6 Could I just come in here?; 7 So what you're saying Faisal is that ...; 8 I'm sorry, but what do you mean by that?; 9 Um...um...um...; 10 Sorry, could I just interrupt for a moment?</p>
<p>Workbook page 29</p>	<p>Workbook: Activity 4</p> <p>1. Explain that they are going to classify all the phrases in the box under the headings 'Starter', 'Clarifying', 'Interrupting'.</p> <p>2. Learners complete activity individually.</p> <p>3. In pairs, learners check their answers.</p> <p>DESIRABLE Feedback Have three designated areas in the classroom for 'Starter', 'Clarifying' and 'Interrupting'. Call out each phrase and ask the learners to move to the correct area in the classroom.</p>

Answers													
	<table border="1"> <thead> <tr> <th style="text-align: center;">Starter phrases</th> <th style="text-align: center;">Clarifying</th> <th style="text-align: center;">Interrupting</th> </tr> </thead> <tbody> <tr> <td>What about ...?</td> <td>Could you explain ... in more detail?</td> <td>Could I just come in here?</td> </tr> <tr> <td>Could you tell me about ...?</td> <td></td> <td>Um, um, um</td> </tr> <tr> <td>Would you mind telling me about ...?</td> <td>I'm sorry, but what do you mean by that? So, what you're saying is that ...?</td> <td>Sorry, could I just interrupt for a moment?</td> </tr> </tbody> </table>	Starter phrases	Clarifying	Interrupting	What about ...?	Could you explain ... in more detail?	Could I just come in here?	Could you tell me about ...?		Um, um, um	Would you mind telling me about ...?	I'm sorry, but what do you mean by that? So, what you're saying is that ...?	Sorry, could I just interrupt for a moment?
Starter phrases	Clarifying	Interrupting											
What about ...?	Could you explain ... in more detail?	Could I just come in here?											
Could you tell me about ...?		Um, um, um											
Would you mind telling me about ...?	I'm sorry, but what do you mean by that? So, what you're saying is that ...?	Sorry, could I just interrupt for a moment?											
Coursebook page 37 Audio Track 15	<p>Listening: Activity 5</p> <ol style="list-style-type: none"> Learners listen to and repeat the phrases/questions. Ensure learners use correct sentence stress and intonation when they repeat. Check understanding of meaning and usage of phrases. Ensure learners understand the importance of this in order to sound polite. Drill sentences further where necessary – chorally and then, if necessary, a chain drill. <p>CORE</p>												
Workbook page 29	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> Remind learners of discussion at end of listening. What were Mohammed and Faisal having a discussion about? What do they think about it? (Mohammed and Faisal were discussing whether Al Janadriyah festival should include other countries or just be about Saudi Arabia/GCC/Arab countries. (They disagreed, Faisal thought that the festival should just be about their cultural identity, which would protect it more, especially for the younger generation who already learn about other cultures at school. Whereas, Mohammed thought it was better for children to see them in contrast before their eyes at a festival.) Read the discussion question to the class and check comprehension. Explain that learners will be discussing it together. Direct learners' attention to the table. You could also write the following words on the board as a scaffold. Go through them with the class and check for understanding: <ul style="list-style-type: none"> preserve celebrate tradition culture event change protect identity learn positive international national Explain that they need to make notes regarding each side of the argument. Tell learners that they should not write full sentences. Learners work individually. Learners briefly compare notes in pairs. <p>CORE</p> <p>Feedback</p> <p>Elicit general feedback from the class of agree/disagree reasons.</p> <div style="background-color: #e0e0e0; padding: 5px;">Answers</div> <p>Learners' own answers</p>												

Coursebook page 37	Speaking: Activity 6		
	1. Direct learners' attention to the <i>Speaking tip</i> again. Remind learners to use these phrases in their discussions.		
	2. Explain that learners are going to discuss their thoughts on the statement with their partners. Let them use their lesson notes if they wish. They could also look at their Coursebooks to remind them of the phrases. They should try to engage with the topic as naturally as possible.		
	3. Add partners together to form groups of four and ask them to discuss again. Perhaps choose to put partners together who have opposing views. This time, learners should not look at their lesson notes or at the phrases in their Coursebooks.		
	4. As an extension and to encourage discussion. Ask learners to line up across the room depending on how much they agree or disagree with the statement. Then allocate pairs/groups. If the majority of the class have the same view, work on refining the statement.		
CORE Feedback			
Ask for group opinions and have an open class debate.			
Answers			
Learners' own answers			
Differentiation activities (Support):			
1. Learners can use their notes and have their books open with the functional phrases as prompts.			
Differentiation activities (Stretch):			
1. Encourage learners to think of and use further functional phrases for starting discussions, clarifying and interrupting.			
Resources	Plenary		
	Take a class vote on the discussion subject. Also, discuss whether learners think the UAE should have a similar festival?		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G12.2.1.1.5) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions.			

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 12	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: Develop learners' ability to access and understand texts across a wide variety of topics. Speaking: Get learners to engage in topic/subject related discussions, express opinions and develop vocabulary.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use active reading skills to establish gist and locate specific and key information around the topic of the Majlis • express opinions using topic specific vocabulary relating to the context of the Majlis.
Link to prior learning: <ul style="list-style-type: none"> • Organising writing and exploring the Arab world 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation Skills: Master all idea-sharing activities in order to keep students' minds open to accepting and understanding many ideas and concepts to communicate in English 		
Key vocabulary: <i>creative, centre, traditional, modern, area, guest, luxury, community, design, lighting, host, décor, style, interior designer</i> Key expressions/structure: Not applicable		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners do not feel confident in expressing their opinions in English. Include group/partner work/discussion to build confidence. • Learners are not comfortable when confronted with and using new vocabulary. Include simple informal vocabulary activities to allow learners to use new vocabulary in a relaxed setting. 		
Resources/equipment needed: Coursebook pages 38–39 Board Small pieces of blank paper to write on		

UNIT 2 LESSON 11 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6–9).

Resources	Starter
	<ol style="list-style-type: none"> 1. Organise the learners into groups and ask them to discuss the starter questions: <i>Do you have a Majlis in your home? How is it decorated? Do you think that the use of a Majlis has changed over the years?</i> 2. Open the questions up to class discussion. 3. Take the opportunity to elicit/pre-teach key vocabulary during feedback.
Resources	Main activity
Coursebook page 38	<p>Reading: Activity 1 and 2</p> <ol style="list-style-type: none"> 1. Activity 1: Learners read the first text and discuss the related questions with their partner. 2. Elicit learners ideas. 3. Activity 2: Learners read the second text. 4. Ask pairs to join another pair and agree a definition of an interior designer. <p>CORE Feedback Conduct whole class feedback after the learners have read the first text and discussed the questions with their partners. Nominate groups to share their definition of interior designer after they have read and discussed the second text.</p> <p>Answers</p> <p>Learners' own answers</p>
Coursebook page 38	<p>Speaking: Activity 3</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the photographs of Majlis. 2. In small groups, learners discuss the three questions. <p>DESIRABLE Feedback Whole class feedback. Elicit answers for each of the questions.</p> <p>Answers</p> <p>Expect learners to make observations about tent, rugs traditional, seating, colourful, tiles, patterns, Arabic, Islamic, floor, basic, men etc. ...</p> <p>The photos feature a Saudi/Emirati traditional Majlis and a Moroccan/North African Majlis.</p>
Coursebook page 39	<p>Reading: Activity 4</p> <ol style="list-style-type: none"> 1. Ask learners to read through the text for gist. Pairs discuss the different types of Majlis and their functions and answer the question, <i>Where did the idea of the Majlis come from?</i> 2. Learners answer the question individually in their notebooks. Pairs then compare their answers. <p>CORE Feedback Nominate a pair or pairs to lead class feedback.</p> <p>Answer</p> <p>The idea of the Majlis originates from the days of the Prophet Mohammed and is an ancient tradition.</p>

<p>Coursebook pages 38–39</p>	<p>Reading: Activity 5</p> <ol style="list-style-type: none"> Learners work individually and write answers to the questions in their notebooks. Learners will need to look at all three texts to be able to answer the questions. Have learners compare their answers in pairs. <p>CORE</p> <p>Feedback</p> <p>Nominate a pair to lead the class feedback.</p> <p>Answers</p> <p>Guide learners in the direction of their answering and allow for expression of personal opinion.</p> <p>1 gain sense of community, create a welcoming place, business, connect/interact with community/customers, discuss current events, informal education, exchange views, banter, learn manners and ethics, observe leadership skills; 2 current events, business, exchange views, banter; 3 observing elders; 4 learners provide opinions; 5 learners provide opinions; 6 learners provide opinions; 7 connect and interact with community and customers, plays role in development of country.</p>
<p>Coursebook page 39</p>	<p>Speaking: Activity 6</p> <ol style="list-style-type: none"> Draw learners' attention to the word cloud. Give learners time to look at the word cloud and to discuss what words they can see with a partner. Learners discuss the related questions with a partner/in small groups. <p>CORE</p> <p>Feedback</p> <p>Encourage learners to peer check their answers in small groups, and then have whole class feedback</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Learners identify three ways that they learn new vocabulary. Teacher describes word, learners identify it from within the word cloud <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Putting vocabulary into sentences. Teams choose a word; the other team has to make a sentence for a point. First team to five points wins. Ranking top ten words in order of importance/relevance to the discussion topic. Discuss/think of synonyms for included vocabulary.
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> Put learners into groups of four. As a group they choose four words that they have met in this lesson and write them on separate pieces of paper. They mix up the papers and swap them with another group. Learners take it in turns to open a folded paper and give a definition of the word. The other group members have to guess what the word is.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Group discussions	Comparing to classmates writing	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G12.4.1.1) Write for a range of tasks, purposes and audiences; apply reading standards to support analysis, reflection and research by drawing evidence from text.			

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 12	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Writing: To develop learners' ability to create effective labelled diagrams and accompanying text. Speaking: To encourage learners to engage in collaborative group discussions.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • identify and produce key vocabulary from the unit • write a design brief for a Majlis using a diagram and descriptive text • use strategies to expand their knowledge of and learn new vocabulary.
Link to prior learning: <ul style="list-style-type: none"> • Organising writing and exploring the Arab world 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation Skills: Elaborate, refine, analyse and evaluate their own ideas to improve and maximise creative efforts 		
Key vocabulary: <i>creative, centre, traditional, modern, area, guest, luxury, community, design, lighting, host, décor, style</i> Key expressions/structure:		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners do not feel confident about writing at length. • Provide well scaffold writing activities, give clear guidelines and set expectations that are achievable. 		
Resources/equipment needed: Coursebook pages 38–39 Workbook pages 30–31 Board		

UNIT 2 LESSON 12 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6–9).

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners what they remember from the texts they read in the last lesson. 2. Ask learner about what style their own Majlis is at home. 3. Ask learners if they would like to change the style of Majlis at home. If so what style of Majlis they would they choose, for example traditional/modern/Arabic/Emirati/Moroccan, etc.
Resources	Main activity
Workbook page 30	<p>Workbook: Activities 1 and 2</p> <ol style="list-style-type: none"> 1. Have learners look again at the photographs on pages 38 and 39 in the Coursebook. 2. Ask learners to read and think about their design. 3. Explain that they need to brainstorm their ideas and then use the empty floor plan to design their proposed Majlis. They must label the diagram to make the elements clear to the reader – and add information to expand what the reader can see, for example red velvet three-seater sofa. 4. Learners draw their diagram. 5. Refer learners to the <i>Language tip</i> box. Go through it with the class. Elicit more examples from the class and write them on the board. Prompt if needed, for example <i>Notice that my design has ... You can see from my diagram that ... My picture illustrates ...</i> and write a description of their Majlis, using key vocabulary. 6. Encourage learners to write approximately 150 words describing the style, e.g. modern or traditional, the furnishings, etc. 7. Circulate and note any common errors across the class. <p>CORE</p> <p>Feedback</p> <p>Learners read each other's descriptions and labelled diagrams. Write up some common errors detected during monitoring and elicit peer correction. Collect Workbooks to take away for assessment. Provide constructive individual feedback.</p>
Workbook page 31	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Learners complete the crossword using the clues. <p>EXTENSION</p> <p>Feedback</p> <p>Peers check and correct each other.</p> <div style="background-color: #d3d3d3; padding: 5px;">Answers</div> <p>Across: - 4 family; 6 creative; 8 central; 10 style; 12 tradition; 13 modern Down: – 1 area; 2 Majlis; 3 guests; 5 luxury; 6 community; 7 design; 9 lighting; 11 host; 14 decor</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Give learners two options for each answer. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners have to use three or more of the words in one sentence describing their Majlis design.
Resources	Plenary
	<ol style="list-style-type: none"> 1. Learners write a new word they have learned on the board as they leave the classroom.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Group discussions	Comparing to classmates writing	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G12.4.1.1) Write for a range of tasks, purposes and audiences; apply reading standards to support analysis, reflection and research by drawing evidence from text.			

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 12	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Listening: To listen to passages of descriptive language and note/draw based on it.</p> <p>Reading: To match detailed information to a set of images. To recognise and understand passages employing descriptive language.</p> <p>Speaking: To employ the language of description based on images and to use appropriate noun phrases with pre-modifications.</p> <p>Writing: To produce describing sentences highlighting key features of an object. To produce notes based on an oral description.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • describe images using the relevant target language • understand, recognise and use noun phrases in context • recognise complex noun phrases, their form and be able to produce in speaking • speak in pairs/one-to-one about an image using target language • listen and write notes/draw images.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • The Arab World - associated language; language of description. Recycles noun phrases from Unit 1 <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Not applicable 		
<p>Key vocabulary: <i>arched, architecture, contemporary, curved, decorative, dome, lush, minaret, modern, mosque, narrow, ornate, pencil-shaped, prominent, spherical, traditional</i></p> <p>Key expressions/structure: Pre-modified noun phrases at different levels of complexity: <i>'The large gold-plated dome'</i>, (more broadly) descriptive language in composition, key textual features</p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Some learners may struggle with vocabulary of description so expectations may need to be graded or some terms pre-taught. The teacher should note down any useful vocab as it arises but allow the learners to use basic noun phrases and move up gradually in complexity. • Significant scaffolding may be required for lower-level learners and ensure the concept of 'noun phrase' is clear to learners. Grade expectations for complex constructions by ability. • Group learners in a way that helps the lower-levels to engage. <i>Collaborative learning</i> could be used for the lesson for instance. 		
<p>Resources/equipment needed:</p> <p>Coursebook pages 40–41</p> <p>Workbook page 32</p> <p>Whiteboard</p> <p>Cards or sheets of paper for brainstorming</p> <p>Images of mosques for Coursebook Speaking activity 3 and Workbook activity 1</p>		

UNIT 2 LESSON 13 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6–9).

Resources	Starter
Coursebook page 40	<ol style="list-style-type: none"> 1. Ask pairs to discuss the starter questions in the Coursebook. What does the mosque you attend look like? What size is it? What kind of minaret does it have? What colour is it? 2. Pre-teach the key vocabulary. Use the photographs to teach the words. <p>Feedback Elicit responses from the learners with some key examples and place any useful vocabulary items on the board.</p>
Resources	Main activity
Coursebook page 40	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Refer learners to the photographs. Say: <i>There are many different kinds of mosques in the Arab World. The Sheikh Zayed Grand Mosque and Sultan Qaboos Grand Mosque provide interesting contrasts.</i> Ask learners if they have ever visited them? 2. Read the rubric with the class. Have learners read through the descriptions. Do not supply language, but ask learners to read, look and think. 3. Where learners are unsure of the meaning of any of the lexis, encourage peer support to establish meaning. If necessary provide the meaning of any problematic words. 4. In pairs, learners match the language descriptions to the correct mosque. They write SZ for Sheikh Zayed Grand Mosque or SQ for Sultan Qaboos Grand Mosque at the end of each description. 5. Refer learners to the <i>Did you know?</i> box. Invite a learner to read it aloud. <p>CORE</p> <p>Feedback Elicit responses and use checking questions. Project the two images on the board as a prompt.</p> <p>Answers</p> <p>1 SQ; 2 SQ; 3 SZ; 4 SQ; 5 SZ; 6 SQ; 7 SQ; 8 SZ</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners may use dictionaries with more challenging vocabulary items. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to separate the head noun from the description by underlining.
Coursebook page 41	<p>Language Focus: Activity 2</p> <ol style="list-style-type: none"> 1. Use the activity questions to guide the learners towards noticing the use and meaning of more complex pre-modified noun phrases. Small groups could discuss the questions before opening up into a class-wide discussion. 2. Ask learners to read the <i>Use of English</i> box. Put examples on the board to highlight the ordering of adjectives before the head noun. To do this, pick an object in the classroom and write its name on board. Invite learners to the board to add one adjective at a time to describe noun. As class encourage learners to discuss the correct order adjectives should go in. Use checking questions to help learners establish the pattern/order of pre-modification.

Workbook page 32	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. The exercise can be conducted in pairs. Or, if better suited, separate the class into small groups. 2. Question check for the concept of ‘brainstorming’. 3. Learners write down noun phrases in the space provided. <p>CORE</p> <p>Feedback</p> <p>Nominate groups to share one or two noun phrases. They can write them on the board. Encourage peer feedback in terms of spelling and appropriateness of adjective choices.</p>
Workbook page 32	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Go through the examples with the learners. Ask them to find the examples in the pictures. 2. Emphasise that learners can use their own ideas to describe a famous building or object. 3. Working in pairs/small groups, learners complete the activity. <p>CORE</p> <p>Feedback</p> <p>Elicit some examples for the rest of class to guess.</p> <hr/> <p>Differentiation activities (Support):</p> <p>Provide pictures of objects and vocabulary you want learners to use.</p> <hr/> <p>Differentiation activities (Stretch):</p> <p>Ask learners to make the noun phrases as long as possible. Although, these will be unnatural, it does provide practice in ordering of adjectives.</p>
Coursebook page 41	<p>Speaking: Activity 3</p> <ol style="list-style-type: none"> 1. Put learners into pairs. Hand out a Picture A and Picture B to each pair. They must not show their pictures to each other. Explain the activity and ask concept checking questions to ensure the learners know what they have to do. Ask: <i>What do you have to describe? What does the other learner have to do?</i> Elicit and write on the board the following phrases: <i>Can you repeat that, please? Did you say ... ?</i> etc. 2. Explain that you will set a time limit and when you give a signal, for example clap your hands, learners should swap roles. 3. Monitor to check that everyone is on task. <p>DESIRABLE</p> <p>Feedback</p> <p>Pairs give each other feedback on how well they have reproduced the description they hear. Ask a few learners to share their drawings and feedback some noun phrases they used or heard.</p>
	<p>Plenary</p>
	<ol style="list-style-type: none"> 1. Ask everyone to close their books and put away their mosque drawings. 2. Draw a simple word cloud on the board. 3. As learners leave the classroom – ask them to write one new word they encountered today in the cloud.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G12.3.4.1.2) Identify and correctly use patterns of words.			

LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 12	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To match detailed information to a set of images. Writing: To encourage learners to use complex noun phrases for descriptions in an informal letter or email.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • understand, recognise and use noun phrases in context • use complex noun phrases in informal letters and emails.
Link to prior learning: <ul style="list-style-type: none"> • The Arab World - associated language; language of description (noun phrases, esp. pre-modified) 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation Skills: Master learning to develop, implement, and communicate new ideas to others in English effectively 		
Key vocabulary: <i>arched, architecture, contemporary, curved, decorative, dome, lush, minaret, modern, mosque, narrow, ornate, pencil-shaped, prominent, spherical, traditional</i> Key expressions/structure: Pre-modified noun phrases at different levels of complexity: <i>'The large gold-plated dome'</i> , (more broadly) descriptive language in composition, key textual features		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may struggle with vocabulary of description so expectations may need to be graded or some terms pre-taught. The teacher should note down any useful vocabulary as it arises but allow the learners to use basic noun phrases and move up gradually in complexity. • Significant scaffolding may be required for lower-level learners and ensure the concept of 'noun phrase' is clear to learners. Grade expectations for complex constructions by ability. • Group learners in a way that helps the lower-levels to engage. Collaborative learning could be used to encourage peer support. 		
Resources/equipment needed: Coursebook page 41 Workbook page 33 Whiteboard Cards or sheets for brainstorming Further/supplementary images of mosques to support activities		

UNIT 2 LESSON 14 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6–9).

Resources	Starter
	<p>1. Write the following sentence starters on the board: I learned ... I realised ... I noticed ... I was reminded that ...</p> <p>2. Organise the learners into groups of four.</p> <p>3. Ask them to think back to the last lesson on descriptive language and noun phrases.</p> <p>4. Explain that each person in the group must take a turn and use a starter phrase to reflect back on the lesson and share their thought with the group.</p> <p>Feedback Nominate a learner for each sentence starter to share their reflection with the whole class.</p>
Resources	Main activity
Coursebook page 41	<p>Language Focus: Activity 4</p> <p>1. This activity is for further consolidation of the use of descriptive language for key features and for the use of noun phrases.</p> <p>2. Begin the activity by asking the class to look at the photograph and eliciting some ideas/descriptions.</p> <p>3. In pairs, learners complete the noun phrase. Encourage them to really look at the photograph and identify the features they want to describe.</p> <p>4. Join pairs to make groups of four and ask them to compare their noun phrases. Ask them to explain why they have chosen specific adjectives.</p> <p>DESIRABLE Feedback Nominate pairs/groups to share their answers with the class.</p> <p style="background-color: #d3d3d3; padding: 2px;">Answers</p> <p>Learners' own answers</p>
Workbook page 33	<p>Workbook: Activity 3</p> <p>1. Ask the learners to turn their Workbooks face-down.</p> <p>2. Tell the learners that they are going to read a letter from Saeed to his classmates. Explain that when you say 'turn over your books', they will have 30 seconds to read and get the gist/a general sense of what the letter is about.</p> <p>3. Learners read for gist, then compare their ideas with a partner.</p> <p>4. Learners read the letter again, individually, and underline the key descriptive language that they find.</p> <p>CORE Feedback Elicit answers from the class by calling on selected learners to read examples of descriptive language.</p> <p style="background-color: #d3d3d3; padding: 2px;">Answers</p> <p>wonderful sand-stone coloured ornate building; nice large wooden doors; tall clean minaret; large curved dome; cool marble floors; round flowing arches</p> <p>Differentiation activities (Support):</p> <p>1. Allow learners to aid each other (potentially pairwork) and where necessary, use a dictionary.</p>

	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Advanced learners can be asked to extract and modify parts of the letter ready for the writing activity. Convert head nouns from the subject to the object.
<p>Workbook page 33</p>	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> Refer learners to the <i>Writing tip</i>. Explain it to learners. Give further examples to guide them. Learners can work in groups for the preparation of this task. They can refer to Activity 1 in the Coursebook and Activity 1 in the Workbook to plan a response. Ensure that learners are aware of the writing conventions of an <i>informal response</i>. They should have covered this before in previous grades but use checking questions in case. Writing should be done individually using the space in the Workbook. When the writing is complete – write the following up on the board. a Spelling b Punctuation c Handwriting d Descriptive language Ask learners to swap their text with their partner and carry out a peer review using the headings on the board to help them. They could award an emoji face for each heading, for example smiling face/neutral face/unhappy face. Where they are uncertain of spelling – they should check with a dictionary. <p>CORE Feedback</p> <p>Draw the three emoji faces on the board. Carry out a hands up feedback for each of the headings – pointing to a heading and each of the emoticons. Learners put their hand up for the emoji their partner awarded them.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Provide learners with some pre-set phrases to use and potentially a list of features to which they could apply the language. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Hide the original reading text and any other support elements and have learners develop their own piece of writing without support. Alternatively ask the learners to describe different features from those listed in the letter. Extend the length of the task and challenge learners to include both pre- and post-modifications in the use of noun phrases.
	<p>Plenary</p>
	<ol style="list-style-type: none"> Organise the learners into groups. Ask them to spread their Workbooks out on the table so that they can read each other’s responses to Saeed. Encourage the group to choose the one they like best and justify why.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G12.3.4.1.2) Identify and correctly use patterns of words.			

LESSON PLAN		LESSON: 15
Teacher:		Subject: English
Grade: 12	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To develop the learners' ability to understand and interpret English texts on a wide variety of topics.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read and understand an informative text about trade and transport in the UAE • scan for specific details • match headings with sections of an informative text.
Link to prior learning: <ul style="list-style-type: none"> • Lexis related to trade and transportation 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>trade route, infrastructure, communication highway, trader, harbour, cargo, port, crane</i> Key expressions/structure: past perfect		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners do not enjoy reading extended texts. Use group work, pairwork and engaging activities to make longer texts accessible. 		
Resources/equipment needed: Coursebook page 42 Workbook page 34 Board Markers Photocopies of Workbook Activity 2. One copy per pair. Cut up the beginnings and endings of all the sentences and put the sets into envelopes. Tennis ball(s)		

UNIT 2 LESSON 15 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6–9).

Resources	Starter
Coursebook page 42	<ol style="list-style-type: none"> Refer learners to the photographs. Ask the following starter questions to help learners understand what the photographs show: Picture 1: <i>Where might you see the metal structure?</i> (by the sea); <i>What does it do?</i> (lift cargo onto ships) Picture 2: <i>What are the yellow lights in the picture?</i> (cars driving on a road) <i>Why are roads important?</i> (because they allow us to travel more easily) Learners work in groups of four. Assign one of the pictures to each group. (Unless you have a very small class, there will be more than one group for each photograph.) Learners brainstorm words associated with the pictures. Divide board into two, one side for each picture. Have each learner come to the board to write at least one word associated with their picture. <p>Feedback Review vocabulary used and add as necessary.</p>
Resources	Main activity
Coursebook page 42	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> Place learners into new groups of four. Assign each learner a paragraph, A, B, C or D. Learners read aloud to their groups; paragraphs are read in order. Place all learner A's together and do the same for the other letters. Each group has to decide on the correct heading for their paragraph and be able to give a reason why. Learners return to their individual groups, read their paragraph again, give their paragraph heading and the reason why it was chosen. <p>CORE</p> <p>Feedback Elicit answers and check as a class.</p> <p>Answers</p> <p>A 3; B 7; C 1; D 5</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Give these learners Paragraph A or D and support their group discussion. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Ask learners to come up with alternative headings for their paragraphs.
Workbook page 34	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> Learners work in their groups of four from the previous activity. They read through their paragraphs again. Read the rubric aloud. Check learners understand what they need to do. Complete the first sentence as a class. Complete the sentences individually. <p>CORE</p> <p>Feedback Elicit answer from individuals. Write the answers on the board so learners can check their spelling.</p>

	<p>Answers</p> <p>1 history; 2 1900s; 3 1959; 4 barriers 5 two-lane highways; 6 greater Gulf region</p>		
	<p>Differentiation activities (Support):</p> <p>1. Provide learners with the list of words and numbers necessary to complete the sentences.</p>		
	<p>Differentiation activities (Stretch):</p> <p>1. Ask learners to create extra sentences for their peers to complete.</p>		
<p>Workbook page 34</p>	<p>Workbook: Activity 2</p> <p>1. Read through the rubric with the class.</p> <p>2. Tell learners that they must make grammatically correct sentences.</p> <p>3. Put learners into pairs. Give each pair an envelope containing the beginnings and endings of the four sentences.</p> <p>4. Go around the class and monitor.</p> <p>5. After feedback, learners write the answers in their Workbooks.</p> <p>CORE</p> <p>Feedback</p> <p>Elicit answers and check as a class.</p>		
	<p>Answers</p> <p>1 B; 2 D; 3 A; 4 C</p>		
	<p>Differentiation activities (Support):</p> <p>1. Organise learners into groups with a stronger learner acting as group leader.</p>		
	<p>Differentiation activities (Stretch):</p> <p>1. Learners explain how they knew their answers were correct.</p>		
	<p>Resources</p> <p>Plenary</p> <p>1. Learners stand in a circle and throw a tennis ball to each other. Whoever catches the ball should talk about one thing they learned in the lesson.</p> <p>2. Model this for the learners and also create small groups if you wish.</p>		
<p>Learning styles catered for (✓):</p>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<p>Assessment for learning opportunities (✓):</p>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>(G12.3.1.1.1) Read informational texts, within a range of complexity appropriate for Grade 12; using active reading strategies.</p>			

LESSON PLAN		LESSON: 16
Teacher:		Subject: English
Grade: 12	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Reading: To review learners' ability to read and identify where to use linking words in the paragraphs.</p> <p>Writing: To review learners' use of past perfect and writing an email.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • demonstrate their understanding of, and be able to use past perfect, as covered in Unit 2 • demonstrate their understanding of vocabulary and themes covered in Unit 2 • demonstrate their ability to use different linking words in a paragraph or while writing • demonstrate their ability to write an email using noun phrases and descriptive language • demonstrate their understanding of, and be able to use in context, the language structures and functions reviewed in this unit.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Key lexis and grammar from the earlier Unit 2 lessons. <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Not applicable. 		
<p>Key vocabulary: <i>lexis from the unit: trade route, infrastructure, communication highway, cargo, port, crane</i></p> <p>Key expressions/structure: Language structures from Unit 2: past perfect</p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Learners may need to be reminded of the grammar rules for key structures from the unit, along with key definitions of certain grammatical terms. Teachers can choose to provide explanations before learners attempt the task or after learners have attempted the task, using the exercises as a basis to clarify the usage of the various forms. 		
<p>Resources/equipment needed:</p> <p>Coursebook page 43</p> <p>Sheets of A3 paper, one per group</p>		

UNIT 2 LESSON 16 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6–9).

Resources	Starter
Coursebook page 43	<p>1. Tell learners that during this lesson they are going to review some of the vocabulary, themes and the language structures they have learnt throughout Unit 2.</p> <p>2. Assign each group a topic from Unit 2. Give each group a sheet of A3 paper. Have a vocabulary race. In one minute, learners must write as many words as they can related to that topic. The group with the most correct words wins. Display the word lists.</p> <p>Feedback Whole class – groups share ideas.</p>
Resources	Main activity
Coursebook page 43	<p>Vocabulary: Activity 1</p> <p>1. Ask learners to complete the activity individually.</p> <p>Feedback Learners compare their answers in pairs. Elicits correct examples from the class.</p> <p>Answers</p> <p>1 trade route; 2 port; 3 cranes; 4 cargoes; 5 communication highway</p> <p>Differentiation activities (Support):</p> <p>1. Learners could work in mixed ability pairs for additional support.</p> <p>Differentiation activities (Stretch):</p> <p>1. Ask learners to write more sentences using the words in the box.</p>
Coursebook page 43	<p>Language Focus: Activity 2</p> <p>1. Ask learners to work in groups to re-order the words in the box to represent the order they would be used in a text.</p> <p>2. In pairs, learners complete the gap fill.</p> <p>Feedback Learners compare their answers with another pair and then elicit the correct answers from the class.</p> <p>Answers</p> <p>1 Firstly; 2 Secondly; 3 Next; 4 as well as; 5 Finally</p> <p>Differentiation activities (Support):</p> <p>1. Allow learners to use the notes that the learners had when they re-ordered the words in the box.</p> <p>Differentiation activities (Stretch):</p> <p>1. Ask learners to think of other synonyms they could use for each of the words/ phrases in the box.</p>

Coursebook page 43	<p>Language Focus: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to read the three sentences and then identify which one is in the past perfect tense. 2. In pairs, learners write down an explanation of why they chose this answer. 3. Pairs compare their response with another pair to see if they agree. <p>Feedback Elicit the correct answer and ask learners to explain it for each other, if necessary explain it for everyone in the class.</p> <p>Answers</p> <p>3 shows the past perfect. Learners' own answers should include information about the form/meaning i.e. <i>had</i> + past participle – one event occurred before another event in the past.</p>		
Coursebook page 43	<p>Writing: Activity 4</p> <ol style="list-style-type: none"> 1. Review writing emails with the learners. Remind learners that the emails they will be writing will be informal. Review basic email structures, for example <i>Hi, Dear Jane, Best wishes</i> 2. Learners individually start writing the email. 3. Make sure that the learners are using noun phrase and descriptive language in their emails. <p>Feedback Learners work individually and then teacher should check the learners' writing and feedback to them individually.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide learners with some pre-set phrases to use and potentially a list of features to which they could apply the language. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Extend the length of the task and challenge learners to include both pre- and post-modifications in the use of noun phrases. 		
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Ask learners to read their emails to a partner and try to help them correct if anything is missing or wrong. 		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs: (G12.4.3.1.1) Build on and continue applying language structures learned previously.</p>			

LESSON PLAN		LESSON: 17
Teacher:		Subject: English
Grade: 12	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Speaking: To develop learners' fluency, collaborative discussion techniques, accuracy and ability to make suggestions.</p> <p>Listening: To develop learners' ability to react and respond appropriately in transactional situations.</p> <p>Writing: To develop learners' ability to plan content through mind maps, to take notes and to plan a power point presentation.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • plan, prepare and present a proposal to participate in the festival next year • build and consolidate collaborative communication and teamwork skills • create a professional PowerPoint presentation.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Lexis from Unit 2 <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Learning and Innovation Skills: Collaborate with others to create, plan and execute team interdisciplinary projects by exhibiting flexibility and a willingness to make compromises to accomplish a common goal 		
<p>Key vocabulary: Lexis related to cultures and traditions in the Arab world. Recycling lexis from Unit 2</p> <p>Key expressions/structure: Functional language to start discussions or start new phase discussions</p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Learners have a tendency to present a lot of information in their PowerPoint slides. Remind learners that PowerPoint presentations should be attractive and clear, it's a tool to be used for supporting the presentation. Long paragraphs should be summarised and it is better to have them as bullet points. 		
<p>Resources/equipment needed:</p> <p>Coursebook pages 44–45</p> <p>Internet access</p> <p>Computers/use the computer lab in the school</p> <p>Some pictures of the Janadriyah Festival</p>		

UNIT 2 LESSON 17 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6–9).

Resources	Starter
Coursebook page 44	<ol style="list-style-type: none"> 1. Ask learners: <i>What is a festival?</i> If the learners are not sure, give them some prompts to help them remember or understand what it is. 2. Encourage the learners talk more about festivals, using the prompts in the Coursebook. Ask them if they have visited one and what they saw there. 3. Elicit feedback from individual learners.
Resources	Main activity
Coursebook page 44	<p>Preparation: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to think about the culture and traditions of UAE. 2. Tell learners to list what people from other countries would like to know about UAE's culture and traditions. Learners should work in pairs. <p>CORE</p> <p>Feedback</p> <p>Whole class feedback</p>
Coursebook page 44	<p>Preparation: Activity 2</p> <ol style="list-style-type: none"> 1. Before looking at the activity in the Coursebook, ask learners what they remember of Al Janadriyah festival. 2. Tell learners they are going to imagine the UAE's section in the festival. They need to talk together as groups to decide on what they would like the stands to be about, for example traditional food in UAE, traditional clothes ... , etc. Encourage learners to use the new words they have learned in this unit. 3. Refer learners to the mind map in their Coursebooks. They can write in their books or copy the mind map into their notebooks. Learners start to complete the mind map. 4. Ask them also to think about the activities that they would like to do and to show the people in the festival. Learners add these to their mind map. <p>CORE</p> <p>Feedback</p> <p>Whole class feedback/Invite learners write their ideas on the board.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide some vocabulary that the learners may use while talking and discussing in the group. Write some key words on the board. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask the learners to use at least ten new words that they have learned in the unit.
Coursebook page 45	<p>Preparation: Activity 3</p> <ol style="list-style-type: none"> 1. Refer learners to the <i>Speaking tip</i> box and go through it with the class. 2. Tell the learners they are going to choose one stand and prepare it for the festival, but first they need to do a presentation about it to show their ideas. Make sure each group chooses a different stand. 3. Ask the student to fill in the table, writing down all their ideas for the stand. <p>CORE</p> <p>Feedback</p> <p>Delayed error correction – highlight errors/useful language that will be helpful for the Project task.</p>

Coursebook page 45	<p>Preparation: Activity 4</p> <ol style="list-style-type: none"> 1. Ask the learners about PowerPoint presentations: Why are they important? What should be included? How should they design it? 2. Let learners read the <i>Writing tip</i> box in the book, and tell them it's very important to follow the tip. 3. Tell learners that their presentations should last for five minutes. 4. Learners start working on their presentations. If they don't finish designing it, inform them that they will be given time to complete it at home/during the next lesson. 5. Monitor learners while they are working together, make sure that all the learners are talking in English. 6. Provide help guidance on how to make the PowerPoint if needed. <p>CORE Feedback Delayed error correction – highlight errors/useful language that will be helpful for the Project task.</p>		
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Learners complete their PowerPoint presentations at home or in their free time. Remind them this is group work and it's important that everyone prepare their part. 2. You may also wish to give them a short period of time at the beginning of the next lesson to complete their presentations. 		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs: (G12.2.2.1.1) present information, claims, findings and supporting evidence using precise language, action verb, sensory details in ways that enliven oral presentations.</p>			

LESSON PLAN		LESSON: 18
Teacher:		Subject: English
Grade: 12	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Speaking: To develop learners' fluency, collaborative discussion techniques, accuracy and ability to make suggestions.</p> <p>Listening: To develop learners' ability to react and respond appropriately in transactional situations.</p> <p>Writing: To develop learners' ability to plan content through mind maps, to take notes and to plan a power point presentation.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • plan, prepare and present a proposal to participate in the festival next year • build and consolidate collaborative communication and teamwork skills • create a professional PowerPoint presentation.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Lexis from Unit 2 <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Not applicable 		
<p>Key vocabulary: Lexis related to cultures and traditions in the Arab world</p> <p>Key expressions/structure: Functional language to make offers and suggestions; reacting to offers and suggestions</p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Learners can lack confidence in delivering their presentation. Give them time to prepare their part of their presentation. Create a relaxed environment for the delivery to encourage the learners. 		
<p>Resources/equipment needed:</p> <p>Coursebook page 45</p> <p>Internet access</p> <p>Computers/use the computer lab in the school</p> <p>Some pictures of Al Janadriyah festival</p>		

UNIT 2 LESSON 18 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6–9).

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners to get back into their groups and tell each other what they did for homework to prepare their presentations. 2. Give learners time to complete their presentations.
Resources	Main activity
Coursebook page 45	<p>Presentation: Activity 4</p> <ol style="list-style-type: none"> 1. Ask learners to finish designing their power point presentations. Set a time limit. 2. Monitor learners while they are working together, make sure that all the learners are talking in English. 3. Provide the necessary help on how to use PowerPoint. <p>CORE</p>
Coursebook page 45	<p>Presentation: Activity 5</p> <ol style="list-style-type: none"> 1. Tell the learners that they are going to present in the class, each group is going to spend 5 minutes talking about their stand. 2. Whilst learners are presenting, ask the other learners to complete the table. Learners may use emoji faces (happy face, neutral face, sad face) for the first three columns, and fill in the last column with their own ideas. 3. You can use table for evaluating the learners' presentations. <p>Learners use the table to feedback on their peers' presentations.</p> <p>CORE</p>
	Plenary
	<ol style="list-style-type: none"> 1. Ask the learners about their opinions on different presentations and what they would to add for the different sections. <p>Feedback Elicit whole class feedback.</p>

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
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Assessment for learning opportunities (✓):

Observation	Student self-assessment	like Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G12.2.2.1.1) Present information, claims, findings and supporting evidence using precise language, action verbs, and sensory details in ways that enliven oral presentations.

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 12	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To develop learners' ability to listen for specific information and detect pronunciation strategies. Speaking: To use intonation and stress patterns to sound interesting.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> listen to a grade appropriate lecture and understand main ideas and specific details notice pronunciation strategies used in lectures to maintain interest and direct attention to particular points.
Link to prior learning: <ul style="list-style-type: none"> Lexis related to communication and technology 21st Century Skills: <ul style="list-style-type: none"> Not applicable 		
Key vocabulary: <i>oral tradition, digital revolution, telegraph, satellite communication, telecommunications, hieroglyph, printing press.</i> Key expressions/structure: Coordinating conjunctions (<i>and, but, so, for, nor, yet</i>) and correlative conjunctions (<i>Both ... and, Neither ... nor, Not only ... but also, whether ... or</i>)		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners are uncomfortable or nervous about doing listening activities, especially long monologues of a higher order, such as lectures. Reassure learners that they will have opportunities to listen to the recording several times and to work with other learners to complete initial tasks. 		
Resources/equipment needed: Coursebook page 48 Workbook page 35 Audio Track 16 Board Mini-whiteboards (or a pieces of paper if the boards are not available) Pictures of telegraph, VOIP, satellite communication, printing press sourced from the Internet		

UNIT 3 LESSON 1 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6–9).

Resources	Starter
Coursebook page 48	<ol style="list-style-type: none"> Learners brainstorm different forms of communication in small groups on mini-whiteboards. Set a time limit (for example, one minute) and tell learners that the team with the most correct suggestions, wins. Discuss the starter questions as a class: <i>Do your parents have mobile phones? Do your grandparents? How did they communicate with each other before mobile phones? How long can you go without using your phone or checking it? How many messages do you send per day?</i> Display photos on the board and refer learners to the pictures in their Coursebooks. Refer learners to the photos. Elicit some ideas and descriptions of what they think the photos show. Try to elicit some of the key vocabulary. Prompt learners if necessary. (See the key vocabulary list above.) <p>Feedback Ask each group to count how many words they got. Give different groups different board pens to write up some of their answers on the board.</p> <p>Answers</p> <p>Learners' own answers</p>
Resources	Main activity
Workbook page 35	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> Direct learners' attention to the words in the first column and the example. Learners match the words to the definitions, using dictionaries where needed. <p>DESIRABLE</p> <p>Feedback Learners check in pairs then check as a class.</p> <p>Extension In pairs or small groups, learners put the communication methods in order of evolution.</p> <p>Answers</p> <p>1c; 2f; 3d; 4a; 5b; 6g; 7e</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Put learners in mixed ability pairs. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners brainstorm more words and phrases related to the topic. And/or learners write sentences using the new lexis.

<p>Coursebook page 48</p>	<p>Listening: Activity 1</p> <ol style="list-style-type: none"> 1. Explain that learners are going to listen to a lecture. Direct their attention to the statements. Check understanding. 2. Learners work in pairs to decide which subjects they think will be covered in the lecture. <p>CORE</p> <p>Feedback Elicit pair predictions and ask why. Do not say whether they are correct or not at this point.</p> <p>Answers</p> <p>Learners' own answers</p>
<p>Coursebook page 48 Audio Track 16</p>	<p>Listening: Activity 2</p> <ol style="list-style-type: none"> 1. Learners listen and check their guesses, ticking the subjects which are mentioned/discussed. 2. In pairs, learners check their answers. <p>CORE</p> <p>Feedback Elicit answers and check as a class.</p> <p>Answers</p> <p>a, b and e. NB: g is mentioned as something that will be talked about, but lecture finishes before it is.</p>
<p>Coursebook page 48 Audio Track 16</p>	<p>Listening: Activity 3</p> <ol style="list-style-type: none"> 1. Direct learners' attention to the <i>Listening strategy tip</i> box. Go through it with the class. 2. Give learners time to read the questions. Explain that learners do not need to write down complete sentences, just the specific information in answer to each question. 3. Play the first part of the audio up to '... to warn others of possible dangers'. Pause the audio. Elicit the answer to question 1. Draw learners attention to how the speaker stressed the key information. Play the audio again if necessary. If you wish, repeat for question 2, pausing the audio after, ' ... these stories were passed between different cultures'. Play through the end of the audio. Learners listen and answer questions individually. 4. In pairs, learners check their answers. <p>CORE</p> <p>Feedback Nominate learners to read a question while another answers.</p> <p>Answers</p> <p>a) to advise of food in area or to warn of danger; b) travelling more (and increased trade); c) With hieroglyphs (pictures for words); d) the printing press; e) electricity; f) electronic technology and satellite communication</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners can use audioscript as they listen. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can write extra questions for their partners to answer.

Workbook page 35	Workbook: Activity 2 1. Learners complete the activity individually. 2. Be prepared to answer learners' questions about vocabulary. 3. In pairs, learners check their answers. DESIRABLE Feedback Elicit answers and check as a class. Could take a class vote on each statement by a show of hands or having learners stand in a line depending on level of agreement. <div style="background-color: #e0e0e0; padding: 2px;">Answers</div> Learners' own answers		
Resources	Plenary 1. Learners work in small groups discussing their answers to Workbook Activity 2. Feedback Groups report back to the class and compare their answers.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G12.1.1.1.5) Follow lectures and presentations on a range of familiar and abstract and technical topics; identify the main idea and detail.			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 12	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To develop learners' ability to listen for specific information and detect pronunciation strategies. Speaking: To use intonation and stress patterns to sound more interesting.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • utilise pronunciation strategies used in lectures to maintain interest and direct attention to particular points • exchange information verbally and clearly with a partner.
Link to prior learning: <ul style="list-style-type: none"> • Lexis related to communication and technology 21st Century Skills: <ul style="list-style-type: none"> • Life and Career Skills: Master English while balancing diverse views and beliefs, problem solving, and working in multi-cultural environments 		
Key vocabulary: <i>oral tradition, digital revolution, telegraph, satellite communication, telecommunications, hieroglyph, printing press.</i> Key expressions/structure: Coordinating conjunctions (<i>and, but, so, for, nor, yet</i>) and correlative conjunctions (<i>Both ... and, Neither ... nor, Not only ... but also, whether ... or</i>)		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners are uncomfortable or nervous about doing mini-presentations. Reassure learners that they will have opportunities to practise and to work with other learners to plan. 		
Resources/equipment needed: Coursebook page 49 Workbook page 36 Audio Track 16 PCM 3 Board		

UNIT 3 LESSON 2 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6–9).

Resources	Starter
	<p>Ask some warmer questions to see what learners can remember from last time and prepare them for the lesson. Write them on the board. For example:</p> <ul style="list-style-type: none"> • How has communication changed through human history? • How have smart phones changed communication? • Do you suffer from FOMO? (<i>Fear of missing out</i>) • How much time do you spend on social media? <p>Feedback Different groups/pairs feedback to other groups/pairs. Teacher circulate and make a note of most controversial/debatable points to reflect to the class.</p> <p style="text-align: center;">Answers</p> <p>Learners' own answers</p>
Resources	Main activity
<p>Coursebook page 49</p>	<p>Vocabulary: Activity 4</p> <ol style="list-style-type: none"> 1. Direct learners' attention to the words in the box. 2. If you wish, copy the words onto the board and add the stress symbols, as shown: oral tra'dition 'hieroglyphs 'telecommuni'cation 'telegraph 'digital revo'lution 'printing 'press 'satellite communi'cations <p>Point out the 'stress' symbol and explain that this is the symbol used in dictionaries.</p> <ol style="list-style-type: none"> 3. Drill pronunciation as per stressed syllables. 4. Learners match the words to the gaps in the sentences. 5. Learners check in pairs. <p>DESIRABLE</p> <p>Feedback Invite learners to read out their completed sentences. The class say whether or not they are correct.</p> <p style="text-align: center;">Answers</p> <p>a) a printing press; b) hieroglyphs; c) oral tradition; d) digital revolution; e) telecommunications</p>

<p>Workbook page 36</p>	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Direct learners' attention to the <i>Language tip</i> box. 2. Go through examples and some others to explain the coordinating conjunctions and correlative conjunctions. Could use the transcript here to find more examples for analysis. 3. Learners complete sentences individually. Explain that in most cases there is more than one possible answer. 4. In pairs, learners check their answers. <p>CORE</p> <p>Feedback Feedback as a class and discuss some of the statements. Who agrees/disagrees?</p> <p>Answers</p> <p>Possible answers: a Neither my grandmother nor my grandfather has a smartphone/ My grandmother doesn't have a smartphone nor does my grandfather; b I spend three hours a day online, but my sister spends five; c Both my brother and my cousin have two laptops/My brother and my cousin have two laptops; d Technology has improved global connectivity, but it has resulted in the loss of real human contact. e We are all better global citizens for we have the ability to connect with different countries and cultures.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage learners to focus on rewriting sentences using coordinating conjunctions rather than correlatives. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage learners to write both coordinating and correlative conjunctions where possible.
<p>Coursebook page 49</p> <p>Audio Track 16 PCM 3</p>	<p>Speaking: Activities 5 and 6</p> <ol style="list-style-type: none"> 1. Direct learners' attention to the <i>Speaking tip</i> box. Go through it with the class. 2. If you wish, listen to the beginning of the lecture again (Audio Track 16) to remind learners where the speaker stresses and pauses. See the notes for listening Activity 3 in the previous lesson. Drill some sentences with the class. 3. Handout PCM 3 or write it on the board. Learners plan what they are going to say by making notes in the graphic organiser. They think about what is good and what is not so good about their communication habits and daily technology use. Encourage learners only to make notes and not write full sentences. 4. Learners have a brief practice of what they are going to say. Learners take it in turns to tell each other about their communication habits, technology use and opinions. 4. Learners that are speaking focus on and utilise stress and intonation, as per the <i>Speaking tip</i> box. 5. Learners who are listening, copy the graphic organiser in Activity 6 into their notebooks. They use it to note down what their partners are telling them. 6. If time, learners could go on to form new partnerships, talk about themselves again, as well as their partners using the notes they have made. <p>CORE</p> <p>Feedback Choose a few learners to discuss how their habits compared to those with whom they spoke.</p> <p>Answers</p> <p>Learners' own answers</p>

	Differentiation activities (Support): 1. Learners should be able to speak for at least one minute on their habits and provide factual information related to the question prompts.		
	Differentiation activities (Stretch): 1. Learners should be able to speak beyond the prompts and speculate more on the pros and cons of technology and its impact on communication.		
Resources	Plenary		
	1. Discuss and evaluate the communication habits of the class as a whole. What are the trends learners discovered? Would they change any of their answers to the statements they ranked last lesson (Workbook Activity 2)?		
Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G12.1.1.1.5) Follow lectures and presentations on a range of familiar and abstract and technical topics; identify the main idea and detail.			

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 12	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: Developing learners' skills in understanding and interpreting written English on a specific subject. Speaking: Getting learners to engage in topic/subject related discussions, express opinions and develop vocabulary.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read around a word or interpret sections of a text to infer meaning • express opinions and develop vocabulary • understand how contexts effect the register of the language that is used.
Link to prior learning: <ul style="list-style-type: none"> • Organising writing and exploring different aspects of digital communication 21st Century Skills: <ul style="list-style-type: none"> • Life and Career Skills: Master English while balancing diverse views and beliefs, problem solving, and working in multi-cultural environments 		
Key vocabulary: <i>telegram, network, code, limited, allow, background, explore, encourage, development, creative</i> Key expressions/structure: Expressing opinion, for example: <i>Personally, in my opinion, I believe</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners do not feel confident in expressing their opinions in English. Include group/partner work/discussion to build confidence. • Provide written exemplar in the form of the reading. 		
Resources/equipment needed: Coursebook pages 50–51 Workbook page 37 Board		

UNIT 3 LESSON 3 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6–9).

Resources	Starter
	<ol style="list-style-type: none"> Learners look at the picture. Ask the starter question: <i>What do you think it shows?</i> Discuss as a whole class. Ask: <i>How old do you think the photograph is? Why?</i>
Resources	Main activity
Coursebook pages 50–51	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> Learners read the text. Draw learners' attention to the <i>Reading strategy</i> box on page 51 and use concept checking questions to establish learners' understanding of inferring. Say, for example <i>I ask Zainab if she wants to go the cinema, and she says, 'I'm tired.' What can we infer? That she wants to go or that she doesn't want to go?</i> Elicit: <i>That she doesn't want to go.</i> Put the learners into small groups. Learners answer the inference questions that follow. After completing the feedback, draw the learners' attention to the <i>Language tip</i> box. Suggest that this is an expression they could use in their own writing to intensify a comparison. <p>CORE</p> <p>Feedback Groups share their opinion with the class. Elicit how learners decided on the answer.</p> <p>Answers</p> <p>1 It is another distress call like SOS; 2 Text messages. 3 The exclamation mark sent was to give a very positive answer, for example great, wow, etc.</p>
Workbook page 37	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> Learners complete the multiple choice individually. Pairs compare their answers. Circulate and establish a pair who have the correct answers. <p>DESIRABLE</p> <p>Feedback Invite the pair you identified during monitoring to lead feedback. Ask them to justify their choice.</p> <p>Answers</p> <p>1 c; 2 b; 3 c</p>
Coursebook page 51	<p>Speaking: Activity 2</p> <ol style="list-style-type: none"> Draw learners' attention to the text message. In groups, learners discuss different aspects of text messages. Learners can compare it to the telegram message in the reading. <p>CORE</p> <p>Feedback Ask each group to share their ideas with the class.</p> <p>Answers</p> <p>Common features of text messaging: short messages, Capitals for Shouting, similar to speech, for example <i>gimme</i>.</p>

Workbook Page 37	Workbook: Activity 2 1. Learners come up with the answers to the text codes. 2. Learners work individually. DESIRABLE Feedback Groups compare and agree the final answers. Answers 10Q means 'thank you'; 24/7 means 'all the time'; 4eva means 'forever'; LOL means 'laugh out loud'; BTW means 'by the way'; PLZ means 'please'; ALOL means 'actually laughing out loud'; B4 means 'before'; Bcoz means 'because'; 2G2B4G means 'too good to be forgotten'		
Coursebook page 51	Reading: Activity 3 1. Tell learners that they are going to read part of an essay. Learners read the essay. 2. Learners answer the questions and then compare with a partner. CORE Feedback Peer check and whole class feedback. Answers a The writer thinks that it is a positive thing and will help improve language in the long run; b People depend on it instead of talking, people use text speak in their conversations, for example, LOL		
Workbook page 37	Workbook: Activity 3 1. Learners complete the matching activity to recap vocabulary. DESIRABLE Feedback Peer correction. Answers 1 g; 2 a; 3e; 4 f; 5 b; 6 h; 7 j; 8 i; 9 d; 10 c		
Resources	Plenary 1. Learners work in groups and write three text messages on the board to see if the teacher can understand. 2. Give reward to learners if you cannot. 3. Elicit what other contexts this style of writing could be appropriate, for example, poetry.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Group discussions	Comparing to classmates writing	Written work and feedback	Verbal feedback
Standards/SLOs: (G12.3.2.1.1) Analyse in detail how an author's ideas are developed and refined by particular sentences or paragraphs.			

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 12	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Reading: Train learners to analyse specific genres of written texts and identify key features.</p> <p>Speaking: Encourage learner to engage in topic/subject related discussions, express opinions and develop vocabulary.</p> <p>Writing: Develop learners' ability to create opinion/argumentative style essay learners identify and produce different aspects of an opinion essay.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • use a check-list to examine and establish the appropriateness of an opinion text about text messaging • create a short opinion text around the topic of text messaging and discuss both sides of the argument • use context appropriate lexis and language in an opinion essay about text messages.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Organising writing and exploring different aspects of digital communication <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Not applicable 		
<p>Key vocabulary: <i>telegram, network, code, limited, allow, background, explore, encourage, development, creative</i></p> <p>Key expressions/structure: Expressing opinion, for example, <i>Personally, in my opinion, I believe</i></p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Learners do not feel confident in expressing their opinions in English. Include group/partner work/discussion to build confidence. • Provide written exemplar in the form of the reading. 		
<p>Resources/equipment needed:</p> <p>Coursebook pages 50–51</p> <p>Workbook page 38</p> <p>Board</p> <p>PCM 4 (one per learner)</p>		

UNIT 3 LESSON 4 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6–9).

Resources	Starter
	<ol style="list-style-type: none"> 1. Draw two bubbles on the board and write the word ‘telegraph’ in the centre of one and ‘texts’ in the centre of the other. 2. Ask learners think about what they read about the telegraph and texts in the last lesson. 3. Invite learners to individually come up to the board and write a word/information in one of the bubbles.
Resources	Main activity
Workbook page 38	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. In pairs or small groups, learners re-read the essay on page 51 of the Coursebook and complete the table in their Workbooks. <p>CORE</p> <p>Feedback Learners peer correct. whole class feedback.</p> <p>Answers</p> <p>1 yes; 4; 2 yes; 3 yes; 4 yes, also, in addition; 5 yes, for example, for instance; 6 no; 7 yes, personally, I do feel however, I also believe.</p>
Workbook page 38 Coursebook pages 50–51 PCM 4	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1. Explain the activity and encourage the learners to use the expressions in the <i>Language tip</i> box. 2. Learners use the information in the reading text on page 51 of the Coursebook to help them create a mind map, and organise their ideas. 3. Learners write a three paragraph essay in response to the prompt. They should title their essay: <i>My opinions on texting</i>. 4. Learners can use the structure of the reading passage to inform their writing. 5. When the learners have finished writing – remind them of the importance to check through what they have written and make any adjustments that are needed. Give each learner a copy of the checklist (PCM 4) and ask them to use it to review their work. <p>CORE</p> <p>Feedback Collect essays at the end of the lesson and provide individual feedback and constructive advice on how to improve writing.</p> <p>Answers</p> <p>All learner answers accepted.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide learners with a graphic organiser to help them construct the essay. 2. Encourage them to try to paraphrase the reading on page 51 of the Coursebook into similar language, and use that to construct their essay. Paraphrase the first sentence of the text as an example. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners not to use any of the ideas in the reading in the Coursebook. 2. Ask learners to develop a counter argument to the ones given in the reading text on page 51 of the Coursebook.

Resources	Plenary		
	1. Play Bingo to practise linking words and vocabulary for expressing opinion. Learners use their writing (or swap writing around). Teacher calls out the words/phases learners circle it in the writing. Teacher writes it on the board, calls out another and writes it on the board and continues like this until there are only one or two learners still in – teacher rewards these learners.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Group discussions	Comparing to classmates writing	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G12.3.2.1.1) Analyse in detail how an author's ideas are developed and refined by particular sentences or paragraphs.			

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 12	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Reading: To develop learners' ability to reading for gist by detecting key information-bearing words.</p> <p>Vocabulary: To get learners to recognise lexis related to online security.</p> <p>Writing: To encourage learners to produce more complex sentences by combining clauses using relative pronouns.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • combine clauses in order to produce more complex sentences • match headings with paragraphs by locating key words and their synonyms.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Previous language related to digital communication <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Not applicable 		
<p>Key vocabulary: <i>compromised, access to, financial gain, encrypt, malicious, hacked, security breach, phishing, target someone, have an influence on, behaviour, netiquette</i></p> <p>Key expressions/structure: Relative pronouns/relative clauses</p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Relative clauses can be a very broad language point with many 'rules' to remember. Don't overload the learners. The main aim here is to encourage them to produce more complex sentences. • Learners may focus too much on unknown vocabulary. Where necessary – pre-teach vocabulary and encourage peer teaching wherever possible. 		
<p>Resources/equipment needed:</p> <p>Coursebook pages 52–53</p> <p>Workbook page 39</p> <p>Board</p> <p>Word cards (for plenary)</p>		

UNIT 3 LESSON 5 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6–9).

Resources	Starter
Coursebook page 52	<ol style="list-style-type: none"> 1. Have learners close their books. Ask learners to call out any words/expressions connected to the Internet and online security. Write these on board. 2. Refer learners to the picture in their Coursebooks. Say: Look at the picture. Ask: <i>Which words do you know? What serious problem are they related to?</i> Learners discuss the starter questions in small groups or as whole class. Ask: <i>Do you shop or bank online? How many social media sites do you use? Do you worry about security? How do you protect yourself online?</i> 3. Using the picture, elicit the meanings/definitions of some of the words/expressions that will be needed in this lesson. Don't spend too much time on this – most of the lexis should be familiar to the learners.
Resources	Main activity
Coursebook page 52	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Draw two columns on the board and write the headings <i>do</i> and <i>don't</i>. 2. Elicit from learners what they think is good advice or bad advice for keeping safe online and put learners' ideas on board. 3. Learners complete activity individually. 4. As an extension, ask learners to rate the instructions in order of importance, from most to least. They can work in small groups. <p>CORE</p> <p>Feedback Compare answers with those provided earlier by learners on board.</p> <p>Answers</p> <p>1 don't; 2 don't; 3 do; 4 don't; 5 do; 6 do; 7 don't</p>
Coursebook page 52	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Go through <i>Reading tip</i> box with learners. Look at Activity 1 again and try to elicit some key words and their synonyms. Ask learners to suggest synonyms for these words. Write them on the board. Now have learners scan the paragraphs in Activity 2 to find more synonyms for the key words. Add these to the board. 2. Set a time limit of 2–5 minutes for learners to match the headings with the appropriate paragraph. 3. Pairs compare their answers. Circulate and identify a pair who have the correct answers. <p>CORE</p> <p>Feedback Nominate the pair you identified during monitoring to lead whole class feedback. Elicit the key words/expressions which helped with the answers.</p> <p>Answers</p> <p>1 e; 2 c; 3 d; 4 g; 5 b; 6 a; 7 f</p> <p>Differentiation: Support Pre-teach vocabulary. Allow learners more time to match headings to paragraphs.</p> <p>Differentiation: Stretch Learners look at the other do's and they thought of in Reading Activity 1 and write a paragraph for some of these.</p>

<p>Coursebook page 53</p>	<p>Language Focus: Activity 3</p> <ol style="list-style-type: none"> 1. Write the sentences on the board and ask for volunteers to combine them using who or which. Point out that they may need to leave out a word. Don't correct but encourage other learners to help. Hopefully, as a class, they will be able to provide the correct version. Don't worry about commas at this stage. 2. Ask some concept-check questions such as what does who/which refer to? What changes are made? Which words are omitted? 3. Elicit which sentence is giving essential information and which is giving extra information. 4. Ask for volunteers to come and make the necessary punctuation changes. Refer learners to the <i>Use of English</i> box. Go through it with the class. 5. Refer learners to Coursebook Activity 2. Have them find and underline further examples of relative pronouns. Elicit answers and write them on the board. 6. Refer learners to the <i>Language tip</i> box. Have them look at the sentences they underlined from Coursebook Activity 2. They change 'which' or 'who' to 'that' wherever possible. Check answers as a class. Write the answers on the board. <p>CORE</p> <p>Answers</p> <p>1 We used the antivirus software which Fahad recommended; 2 Fatima, who is very intelligent, is studying computer science at university./Fatima, who is studying computer science at university, is very intelligent.</p> <p>Differentiation activities (Support): Provide more examples for Learners. Encourage peer teaching.</p> <p>Differentiation activities (Stretch): Learners provide their own examples using real life examples or personalisation.</p>
<p>Workbook page 39</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Learners circle the correct answer. 2. Learners work individually. <p>CORE</p> <p>Feedback Class feedback. Elicit learners' own examples to check understanding of use of other relative pronouns.</p> <p>Answers</p> <p>1 which; 2 who; 3 where; 4 whose; 5 when; 6 non-defining</p>
<p>Workbook page 39</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Go through the example with learners 2. Learners complete rest of activity. Can be done in pairs but ensure every learner writes the answer in his/her Workbook <p>DESIRABLE</p> <p>Feedback Group feedback. Have learners write answers on board. Encourage peer correction if needed.</p> <p>Possible Answers</p> <p>1 That man, who used to be a hacker, works for a cyber security company now; 2 This file, which stores my personal details, is password protected; 3 The man who lives next door is a computer programmer.</p>

Plenary			
<ol style="list-style-type: none"> 1. Play ‘What’s the word?’ to practise vocabulary. 2. Prepare sets of word cards which relate to online security. Divide learners into groups and give each group a set of cards face down. 3. Learners take it in turns to turn over the top card and describe the word without actually saying the word. For example, if the word is ‘password’ they can say ‘you have to enter these letters or numbers to get into your account’. The learner who guesses correctly gets the card. If the word isn’t guessed correctly, then the ‘describer’ keeps the card. The winner is the person with the most cards. 4. To add an element of difficulty, learners can sit on their hands to stop them from miming or gesturing. <p>Feedback Ask for volunteers to choose cards to describe to the rest of the class.</p>			
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G12.3.1.1.1) Read a variety of genres (narratives, informational, persuasive texts, argumentative texts), in print or digital format, within a range of complexity appropriate for Grade 12, interact with the text proficiently and independently, using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes).</p>			

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 12	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Vocabulary: To encourage learners to review and recycle lexis related to safety and behaviour online. Speaking: To get learners to discuss and agree on the correct way to behave online. To encourage learners to produce more complex sentences. Writing: To provide learners with an opportunity to give advice in the form of an information leaflet/poster.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • talk about personal experiences using more complex sentence structures • identify the correct way to behave when dealing with others online • give advice on how to behave online in the form of an information leaflet/poster.
Link to prior learning: <ul style="list-style-type: none"> • Previous language related to digital communication 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation Skills: Master learning to articulate thoughts and ideas in English, using oral, written and non-verbal communications skills with diverse groups of students 		
Key vocabulary: <i>have an influence on, behaviour, netiquette, compromised, access to, financial gain, encrypt, malicious, hacked, security breach, phishing, target someone</i> Key expressions/structure: Using relative clauses to make more complex sentences		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Relative clauses can be a very broad language point with many 'rules' to remember. Don't overload the learners. The main aim here is to encourage them to produce more complex sentences. However, recognition is also important so ensure that target language is modelled as naturally as possible. 		
Resources/equipment needed: Coursebook page 53 Workbook page 40 Board Poster paper, coloured pens		

UNIT 3 LESSON 6 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6–9).

Resources	Starter
	<ol style="list-style-type: none"> Write some key words from the previous lesson on the board. Ask learners to give definitions, for example, a hacker is someone who breaks into people's online accounts. Alternatively, write the words on cards. Do not show them to the class. Ask an individual to come to the front of the class. Show them a word card and have them tell the class the definition. Learners get points for guessing the word correctly.
Resources	Main activity
Coursebook page 53	<p>Language Focus: Activity 4</p> <ol style="list-style-type: none"> Choose one of the boxes and tell the learners about something/someone you remember. Make sure you use relative clauses. Invite the learners to ask you questions to elicit as much detail as possible. In pairs, learners tell each other about three experiences they can remember. Encourage them to ask questions and get as much information as possible. Encourage them to use relative clauses. <p>CORE</p> <p>Feedback Join pairs to form groups of four. Ask learners to share the experiences of their partner. Allow the rest of the group to ask further questions. The person who had the experience should answer these extra questions, not the person reporting. Note common errors and use peer correction. Praise use of relative clauses and more complex sentences. Put good examples on board.</p> <p>Differentiation activities (Support): Monitor carefully. If learners are struggling to say anything, take the place of one of them and model the conversation.</p> <p>Differentiation activities (Stretch): Stronger learners can devise more situations, or go around and help other learners.</p>
Workbook page 40	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> Do the first sentence with the whole class. Elicit which changes need to be made. Write the correct answer on the board. Learners complete the remaining sentences <p>DESIRABLE</p> <p>Feedback Whole class. Elicit in which sentences the relative pronoun can be omitted. It's not advisable to go into too much detail why and when it can be omitted but it's great if the learners get a 'natural feel' for what is correct or not.</p> <p style="background-color: #d3d3d3;">Answers</p> <p>1 The police have caught the men who hacked into the school's security system; 2 We stayed at a hotel which/that/- Fatima recommended; 3 Sultan works for a company which/that advises organisations on cyber security; 4 I didn't like the man who/that/- we met yesterday; 5 What are the names of the people whose credit card details were stolen? 6 I don't like people who/that are never on time</p>

<p>Coursebook page 53</p>	<p>Speaking: Activity 5</p> <ol style="list-style-type: none"> 1. On the board write 'net' and 'etiquette'. Learners will know 'net' but will probably need examples for 'etiquette' in order to provide a definition, for example It is good etiquette to say 'please' and 'thank you' in the UK. Then write 'netiquette' and elicit what it means. 2. In small groups, learners discuss why netiquette is important and what <i>do's</i> and <i>don't's</i> they would recommend. 3. Remind the learners they can use the brainstorming and mind map techniques they have used in previous units. Each group could nominate a group leader to ensure everyone in the group participates and adds something to the mind map. <p>CORE</p> <p>Feedback This can be done in the form of a mind map on the board. Ask for two volunteers to write the class' ideas on the mind map.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 The correct way to behave online. 2 It's important not to offend people, it avoids confusion and ambiguity, safer when dealing with different cultures. 3 Don't write in capital letters. Do be respectful. Do be careful with your language. Do respect other cultures. Plus learners' own answers. 		
<p>Workbook page 40</p>	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Learners plan their leaflets in their Workbooks. 2. To motivate the learners give poster paper, coloured pens etc. to each group. 2. Learners work together in their groups to produce information. Leaflet/poster. Monitor and provide help/language only if necessary. <p>EXTENSION</p> <p>Feedback Each group presents their work. Encourage peer correction if necessary. Compliment and praise use of target language from the lesson. Work can be displayed on walls.</p> <p>Plenary</p> <p>Organise a gallery walk to encourage learners to read each other's leaflet/poster.</p>		
<p>Learning styles catered for (✓):</p>			
<p>Visual ✓</p>	<p>Auditory ✓</p>	<p>Read/Write ✓</p>	<p>Kinesthetic</p>
<p>Assessment for learning opportunities (✓):</p>			
<p>Observation</p>	<p>Student self-assessment</p>	<p>Oral questioning</p>	<p>Peer assessment</p>
<p>Quiz</p>	<p>Student presentation</p>	<p>Written work and feedback</p>	<p>Verbal feedback</p>
<p>Standards/SLOs:</p> <p>(G12.2.1.1.1) Build upon and continue using a variety of language and expressions.</p> <p>(G12.2.2.2.3) Initiate and participate effectively in a range of collaborative discussions building on others' ideas and expressing their own ideas clearly and persuasively.</p>			

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 12	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To develop learners' ability to listen for specific details and words. Speaking: To get learners to interact with, understand and use contextually relevant words and phrases.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • understand the main point and detail of recorded material on familiar topics • follow a speech and retrieve details as instructed • understand and use vocabulary items in a coherent way.
Link to prior learning: <ul style="list-style-type: none"> • Advantage and disadvantages of texting 21st Century Skills <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>communicate, language, losing, conversation, creative, regularly, texting, meme, development, encourages</i> Key expressions/structure: Relative clauses to create more complex sentences		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may struggle with listening without any other stimuli – allow these learners to draw as they listen. 		
Resources/equipment needed: Coursebook page 54 Workbook page 41 Audio Tracks 17–18 Dictionaries		

UNIT 3 LESSON 7 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6–9).

Resources	Starter
	<ol style="list-style-type: none"> Using vocabulary from the list above, write two lists of words on board or use data show. Encourage learners to write the vocabulary in their notebooks and use dictionaries for definitions. In groups of four, learners make connections between a word on the first list and a word on the second list. A representative should come to the board to link the words and explain the reason for making the connection. Refer learners to the Coursebook. Learners look at the photo. In pairs, learners list all the possible things Sara could be doing on her phone. Invite learners to share their answers. Write them on the board or invite a learner to do so.
Resources	Main activity
<p>Coursebook page 54</p> <p>Audio Track 17</p>	<p>Listening: Activity 1</p> <ol style="list-style-type: none"> Read the rubric to the learners. Learners have two minutes to read the questions and distractors, before listening to the audio and answering the questions individually. <p>CORE</p> <p>Feedback Read out each question and elicit answers from the class.</p> <p>Answers</p> <p>1 b picture images; 2 a more creative; 3 c text speak</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Read the sentences at a slower pace than the audio, pausing where the answers can be found. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> You can provide two more multiple choice questions for these learners. Write the following questions on the board. Note that the answers are shown in bold. Choose the correct answers to complete the sentences. <ol style="list-style-type: none"> James believes that text messages make people write and communicate _____. <ol style="list-style-type: none"> more less the same James believes that there are _____ when it comes to using text messages. <ol style="list-style-type: none"> more pros than cons more cons than pros both pros and cons

<p>Workbook page 41</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Read the question out loud, including the answers. 2. Learners should answer the question individually and then compare their answers with a partner. 3. Elicit five common adjectives and write them on the board, for example cold, hot, etc. 4. Ask learners to work in pairs to come up with synonyms for the words. 5. Ask learners to write their answers on the board. <p>CORE</p> <p>Feedback Peer marking – link the relevance activity of this to the following task in Coursebook.</p> <p>Answer</p> <p>A Words with a similar meaning</p>
<p>Coursebook page 54 Audio Track 18</p>	<p>Listening: Activity 2</p> <ol style="list-style-type: none"> 1. Refer learners to the listening strategy. 2. Read the instructions and explain the importance of following them carefully. 3. Direct learners towards the vocabulary covered earlier for a quick revision and then tell them to close their notebooks (see the key vocabulary list at the top of this page). 4. Learners listen to audio. If necessary, play the audio twice. 5. Learners complete the cloze activity. <p>CORE</p> <p>Feedback Project gap fill on board and ask individual learners to fill in the gaps.</p> <p>Answers</p> <p>1 communicate; 2 losing; 3 conversation; 4 language; 5 creative; 6 regularly; 7 texting; 8 meme; 9 encourages; 10 development</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide learners with the list of answers in jumbled up order. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to provide the required words and a synonym for each.
<p>Workbook page 41</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. In pairs, learners complete the table with information they have heard and read. <p>EXTENSION</p> <p>Feedback Pairs join with other pairs to share answers and peer assess. Project or copy the table on to the board and ask individual learners to write their answers on the board.</p> <p>Answers</p> <p>Accept all logical answers.</p>

Resources	Plenary		
	<ol style="list-style-type: none"> 1. Hold a mini-debate. 2. Write this question on the board: ‘Due to modern technology (like social media, texting), people nowadays do not know how to have a conversation. People were much better at communicating face-to-face 30 years ago.’ 2. Divide the learners into two groups. (If you have a large class, divide it into an even number of smaller groups.) One group should agree with the statement, the other group should disagree. 3. Give learners three minutes to come up with ideas. If they need help thinking of ideas, give them some help (for example, social media allows people to communicate all over the world instantly; people always seem to be on their mobile phones). 4. Hold the debate. Moderate so that both sides are able to provide their ideas. 		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G12.1.1.1) Listen to extracts of authentic material on concrete and abstract topics delivered at normal speed; apply various strategies of listening and comprehension skills.			

LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 12	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To develop the ability to read for detail. Speaking: To speak using notes as prompts Writing: To practise text transformation		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read for detail • use target vocabulary • speak about a topic using notes • listen to a speech and make notes • use notes to write an informative text.
Link to prior learning: <ul style="list-style-type: none"> • Online security. 21st Century Skills <ul style="list-style-type: none"> • Not applicable. 		
Key vocabulary: <i>password, hacked, identity theft, personal, encrypt, compromised, access to, financial gain, malicious, security breach, phishing, target someone</i> Key expressions/structure: Using relative clauses to make more complex sentences.		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may find it difficult to speak using notes as prompts. Have peer support available and provide encouragement where necessary. 		
Resources/equipment needed: Coursebook page 55 PCM 5 (copy and cut into sections) Workbook pages 41–42 Photo of a padlock Picture of a hacker icon Dictionaries Flip chart paper – one for each group Marker pens Chocolate coins or play money (optional)		

UNIT 3 LESSON 8 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6–9).

Resources	Starter
Coursebook page 55	<ol style="list-style-type: none"> 1. Display the picture from the Coursebook page 55 on the board. 2. Ask learners to describe what they see and to guess what the topic of the lesson is.
Resources	Main activity
Coursebook page 55 PCM 5	<p>Reading: Activity 3</p> <ol style="list-style-type: none"> 1. Divide the class into groups of four. Give each group a passage from PCM 5. If you have a large class, some groups may have the same passage. If you have a small class, some groups may have more than one passage. 2. Hand out the strips of paper. Tell the class they are going to read different parts of a text about how to avoid identity theft. Point out that the key vocabulary has been underlined for them. Learners look at the underlined words and revise the key vocabulary. If there are any words they can't remember the meaning of, or any new words, let learners look up the words in a dictionary. 3. Together, the learners read the passage they have been given. <p>CORE</p> <p>Feedback Within the groups, learners take it in turns to ask each other comprehension questions on what they are reading. Support and monitor the process.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Place all support learners in one group with a shorter reading passage and provide definitions for key vocabulary before reading. Monitor and support the reading process. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Place all higher level learners in one group with a longer/more difficult part of the reading. In the feedback stage, encourage them to ask difficult inference questions.
Workbook page 41	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. In groups, learners should now create a graphic organiser of their paragraph using pictures and only six words. <p>CORE</p> <p>Feedback At least one learner in each group should be able to explain the passage just by using the graphic organiser.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide the vocabulary to be used to this group and monitor closely.

Workbook page 42	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> Learners now ‘set out their stall’ by providing an opportunity for representatives of other groups to ‘buy’ their information. Give each group a certain amount of ‘money’. This will encourage bartering. (Chocolate coins or play money are optional here.) Explain that the groups do not need information from each group, just the information they think is important to complete a leaflet on cyber protection. Encourage learners to create a sign advertising what type of information is at their stall. Set a time limit of 10–15 minutes for this activity. This will force groups to prioritise what information they want for their leaflets. Each group sends out one ‘buyer’ to purchase information (which is the information from the paragraphs that the group is missing). The learner who is buying should write the missing information they bought in the Workbook. After the buyer has bought a piece of information, they should return and the group should nominate a new buyer. The learners not buying should try to encourage more people to visit their stalls by advertising their information. Encourage groups to create a ‘souq’ atmosphere by persuading other learners to come to their ‘stalls’. Elicit how much money each group ended up with. <p>CORE</p> <p>Feedback Monitor the activity and provide support where necessary.</p>
Workbook page 42	<p>Activity 5</p> <ol style="list-style-type: none"> In original groups, and using the notes they have acquired, learners create an informational leaflet with supporting images on how to avoid identity theft. They draw the images themselves. <p>DESIRABLE</p> <p>Feedback Monitor groups and ask learners to explain what they are doing. When finished, each group should put their leaflet on the board/wall, etc.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Provide a template for the leaflet and monitor the work
Coursebook page 55	<p>Reading: Activity 4</p> <ol style="list-style-type: none"> Learners read the complete text on page 55 of the Coursebook and choose an appropriate title. <p>DESIRABLE</p> <p>Feedback Elicit ideas from the entire class.</p> <p>Suggested answers</p> <p>Theft in the 21st Century, How to keep your identity safe, etc. Accept all logical answers.</p>
Resources	<p>Plenary</p> <ol style="list-style-type: none"> Learners do a gallery walk and write down one thing they like about each leaflet. As an exit pass, each learner must tell you one thing they learned in the class.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities(✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>(G12.3.1.1.1) Read informational texts, within a range of complexity appropriate for Grade 12; using active reading strategies.</p> <p>(G12.4.1.1) Write for a range of tasks, purposes and audiences; apply reading standards to support analysis, reflection and research by drawing evidence from text.</p>			

LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 12	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To develop learners' ability to utilise active listening strategies. Speaking: To develop learners' ability to engage actively in conversations and discussions, provide and obtain information.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> notice and utilise appropriate question forms for surveys notice and apply correct sentence stress and intonation for different question types and answers begin short surveys with appropriate starter questions and implement appropriate active listening strategies.
Link to prior learning: <ul style="list-style-type: none"> Lexis related to digital communication Starter questions: <i>Would you mind telling me ... ? Could you tell me ... ?</i> Active listening strategies Present simple question forms 21st Century Skills: <ul style="list-style-type: none"> Not applicable 		
Key vocabulary: Lexis related to digital technology: <i>games console</i> Key expressions/structure: Present perfect simple question forms for life experience: <i>Have you ever ... ?</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners may not have written survey questions before or carried out research, making this lesson seem daunting. Reassure learners that they will work through examples together and collaborate to produce the intended outcomes. 		
Resources/equipment needed: Coursebook page 56 Workbook page 43 Board Type out and print, or write some of the sentences from Workbook Activity 1. Cut them up.		

UNIT 3 LESSON 9 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6–9).

Resources	Starter
Coursebook page 56	<ol style="list-style-type: none"> 1. Read aloud the starter questions and check comprehension. Say: <i>Think about your activities and what you do everyday. How many of your activities use digital technology? Can you imagine your life without digital technology? What would it be like?</i> 2. In pairs, learners ask and answer the questions. <p>Feedback Learners share their opinions with the class.</p>
Resources	Main activity
Coursebook page 56	<p>Speaking: Activity 1</p> <ol style="list-style-type: none"> 1. Learners read the survey. Check comprehension. Learners copy the survey into their notebooks and complete the survey title with their class name. 2. Direct learners' attention to the <i>Speaking tip</i> box and the examples. Remind learners to use openers for first questions, respond in correct short form, and utilise active listening strategies (for example, using 'Really?', 'Oh', 'Ok', 'Mmm' to show interest in what is being said). 3. Model asking the survey questions with a learner or have a strong pair demonstrate for the class. 4. Learners ask and answer with their partners, or if there's time, walk around the class and ask their classmates. <p>CORE</p> <p>Feedback Elicit some example answers from the class.</p> <p>Answers Learners' own answers</p>
Coursebook page 56	<p>Speaking: Activity 2</p> <ol style="list-style-type: none"> 1. Learners look again at the questions from the example survey. 2. In pairs, learners discuss the different question types used in the survey and what they think they're used for. <p>CORE</p> <p>Feedback Elicit answers and check as a class. Then guide learners through the <i>Language tip</i> box and expand upon the information, also looking at the question forms in preparation for the next exercise.</p> <p>Answers 1 Yes/No and Information questions (Which, How often, Why); 2 present perfect simple (for life experience) and present simple for current routines/habits.</p>

<p>Workbook page 43</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Refer learners to the <i>Language tip</i> and go through it with the class. Check comprehension. 2. Learners reorder the sentences to form correct question forms. 3. Learners check answers in pairs. <p>DESIRABLE</p> <p>Feedback Type out and print some of the sentences and cut them up. Have learners move papers into correct order to form questions. Then, learners walk around and peer-correct.</p> <p>Answers</p> <p>a Have you ever seen a driverless car?; b What digital technology do you use every day?; c How often do you go online?; d Do you use a smartphone to chat to your friends?; e Which countries have you visited?</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Point out that the word with the capital is the first word. 2. Could also give the last word to further scaffold. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners create their own jumbled questions for a partner to correct.
<p>Workbook page 43</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Write the questions on the board. Drill them with the class. 2. Learners listen again and underline the words that are stressed in each question. 3. Learners mark whether the questions have a falling or rising intonation. 4. Pairs compare answers. 5. Elicit answers and write them on the board. 6. In pairs, learners practise saying the phrases. They support each other to use the correct pronunciation. <p>CORE</p> <p>Feedback Check as a class.</p> <p>Answers</p> <p>a Have you <u>ever seen</u> a <u>driverless car</u>? (Rising); b <u>What digital technology</u> do you <u>use every day</u>? (falling); c <u>How often</u> do you <u>go online</u>? (falling); d Do you <u>use a smartphone</u> to chat to your <u>friends</u>? (rising); e <u>Which countries</u> have you <u>visited</u>? (falling)</p>
<p>Resources</p>	<p>Plenary</p> <p>Do a quick <i>Have you ever ... ?</i> game. begins by calling out random questions, for example <i>Have you ever been skydiving?</i> If the learners have, they say <i>Yes, I have.</i> After teacher has modelled this, other learners can ask a <i>Have you ever ... ?</i> question.</p>

Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G12.2.1) Engage actively in conversations and discussions, provide and obtain information.			

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 12	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Listening: To develop learners' ability to utilise active listening strategies.</p> <p>Speaking: To develop learners' ability to engage actively in conversations and discussions, and provide and obtain information.</p> <p>Writing: Learners write draft questions for a survey.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • utilise appropriate question forms for surveys • notice and apply correct sentence stress and intonation for different question types and answers • conduct short surveys with appropriate starter questions and implement appropriate active listening strategies • analyse data and write summaries of findings.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Lexis related to digital communication • Starter questions: <i>Would you mind telling me ... ? Could you tell me ... ?</i> • Active listening strategies • Present simple question forms. <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Learning and Innovation Skills: Elaborate, refine, analyse and evaluate their own ideas to improve and maximise creative efforts 		
<p>Key vocabulary: Lexis related to digital technology</p> <p>Key expressions/structure: Present perfect simple questions forms for life experiences: <i>Have you ever ... ?</i></p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Some learners may not have written survey questions before or carried out research, making this lesson seem daunting. Reassure learners that they will work through examples together and collaborate to produce the intended outcomes. 		
<p>Resources/equipment needed:</p> <p>Coursebook pages 56–57</p> <p>Workbook page 44</p> <p>Board</p>		

UNIT 3 LESSON 10 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6–9).

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners what they remember from the last lesson. 2. Play a game to practise the vocabulary from Unit 3.
Resources	Main activity
Coursebook page 56	<p>Speaking: Activity 3</p> <ol style="list-style-type: none"> 1. Write 'Digital Technology' on the whiteboard. 2. Learners brainstorm all the words/phrases related to this topic they can think of in small groups. They write the words in their notebooks. Highlight that these words can be devices, inventions, uses or implications of technology, related to the history of technology or its possible future. <p>If you wish, you could start them off with a couple of examples as a class first.</p> <p>CORE</p> <p>Feedback</p> <p>Compile learners' words on the board. Could give groups board pens to write up their own words/phrases to save time.</p> <p>Answers</p> <p>Learners' own answers</p>
Coursebook page 56	<p>Speaking: Activity 4</p> <ol style="list-style-type: none"> 1. Explain that the learners will be working together in pairs to conduct research into digital technology. This will involve a survey and a short report of the findings. 2. In pairs, learners choose which topic word or phrase interests them the most for their piece of research. 3. Then ask them to extend their discussion further into their chosen topic. 4. Monitor and support as appropriate. <p>CORE</p> <p>Feedback</p> <p>Elicit answers but do not tell learners if their ideas are correct as they will explore these throughout the next two lessons.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Put learners into mixed pairs to give them more support. 2. Or, encourage less able pairs to choose the topic of a digital technology device. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage learners to choose a more difficult/abstract topic to conduct their research into.

<p>Coursebook page 57</p>	<p>Writing: Activity 5</p> <ol style="list-style-type: none"> 1. Ask learners what questions they remember from the example survey from last lesson. Go through the different question types again to refresh their memories. 2. In pairs, learners write five draft questions for their survey. <p>CORE</p> <p>Feedback Check briefly as a class.</p> <p>Answers</p> <p>Learners' own answers</p> <hr/> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Put learners into mixed pairs to give them more support. 2. Or, encourage less able pairs to choose the topic of a digital technology device. <hr/> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage learners to choose a more difficult/abstract topic to conduct their research on.
<p>Coursebook page 57</p>	<p>Writing: Activity 6</p> <ol style="list-style-type: none"> 1. Learners swap their draft questions with another pair. 2. Learners copy the digital organiser into their notebooks. Work in pairs, and write their notes for feedback. <p>DESIRABLE</p> <p>Feedback Learners feedback verbally to each other.</p> <p>Answers</p> <p>Learners' own answers</p>
<p>Coursebook page 57</p>	<p>Writing: Activity 7</p> <ol style="list-style-type: none"> 1. In pairs, learners discuss the feedback they have received. 2. They rewrite their questions. <p>CORE</p> <p>Feedback Elicit general feedback from the class on points that were brought up in the feedback.</p> <p>Answers</p> <p>Learners' own answers</p>

<p>Coursebook page 57</p>	<p>Speaking: Activity 8</p> <ol style="list-style-type: none"> 1. Remind learners about sentence starters, active listening techniques, short answers and sentence stress/intonation. Refer to the <i>Speaking tip</i> on page 57. 2. Give each learner in each pair a number: 1 or 2. All the numbers 1s make a group. All the number 2s do the same. Learners walk around and ask other learners in their group their survey questions, noting down their answers. <p>CORE</p> <p>Feedback Conduct a brief class conversation on what learners liked/disliked about the task and about what they found most interesting.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners walk in pairs rather than individually. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners walk around the class individually asking in their group their survey questions. Encourage them to use follow-up questions.
<p>Coursebook page 57</p>	<p>Speaking: Activity 9</p> <ol style="list-style-type: none"> 1. In pairs, learners collate their results. 2. Learners discuss what the results show, considering the questions posed. <p>CORE</p> <p>Feedback Ask some pairs what general trends they have found.</p> <p>Answers</p> <p>Learners' own answers</p>
<p>Workbook page 44</p>	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Read through instructions and questions with learners. 2. Elicit the names of the graphs (pie charts, bar graph). 3. Learners read the survey results and writing, and discuss in small groups. <p>CORE</p> <p>Feedback Go through the different functions of the paragraphs of the text, the language used in the writing and the graphs.</p> <p>Answers</p> <p>1 Graphs/pie charts.; 2 The writer uses phrases like: The results show ... , The general trend ... , The majority of students ... , Most students in the class ... etc. The writer also uses percentages in the text.</p>

Coursebook page 57	<p>Writing: Activity 10</p> <ol style="list-style-type: none"> 1. Read the rubric with the class and check understanding. 2. Explain that they do not need to be concerned with accuracy at this point and they just need to write what they are thinking. 3. Learners come back together in their pairs and compare their writing. <p>EXTENSION</p> <p>Feedback Ask some pairs what they have written. Did they write the same? Did they have different ideas?</p> <p>Answers</p> <p>Learners' own answers</p>
Coursebook page 57	<p>Writing: Activity 11</p> <ol style="list-style-type: none"> 1. Using the example in the workbook as a guide (and their free-writing from Activity 10, if you completed this extension activity), learners work in pairs to produce their own analysis. 2. Learners swap their analysis with another pair and complete an evaluation. Write these feedback points on the board to guide learners: Have they provided an introduction, an overview and detail? Have they used the right terminology? Are they accurate? They give their feedback and listen to their partners. 3. Learners write up their final drafts for submission to you. If you wish, set this as homework. <p>CORE AND HOMEWORK</p> <p>Feedback Have pairs sit together to give feedback about the writing. Collect in learners writing and give individual written feedback. Use AFL points (see page 2).</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners use the example as a scaffold for their analysis, changing the data for theirs, but using much the same structures and lexis. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage learners to use synonyms and similar expressions/structures for their writing rather than using the same language of the example.
Resources	<p>Plenary</p> <p>Learners conduct mini-oral presentations of pair findings to class.</p>

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G12.2.1) Engage actively in conversations and discussions, provide and obtain information.			

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 12	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Reading: Develop learners' ability to understand and gain new understandings from an informative text. Expose learners inductively to the use of synonyms in comprehension checking questions.</p> <p>Speaking: Get learners to engage in collaborative discussions, and come to agreement on content and name of their blog.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • employ active reading strategies to comprehend the content of a text about blogging • Identify target synonyms in questions and reading text.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Exploring different aspects of digital communication <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Not applicable 		
<p>Key vocabulary: <i>aspects, content, host, potential, target, virtually, related, domain, blog, endorse, passionate</i></p> <p>Key expressions/structure: Modal verbs: ability, permission, instruction and obligation</p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Learners do not enjoy reading extended texts. Text is broken down into manageable chunks to engage learners. 		
<p>Resources/equipment needed:</p> <p>Coursebook pages 58–59</p> <p>Workbook page 45</p> <p>Board</p> <p>True and False flashcards. One set per learner.</p>		

UNIT 3 LESSON 11 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6–9).

Resources	Starter
	<ol style="list-style-type: none"> 1. Have learners look at the picture. Ask: <i>What words do you know?</i> Elicit the meaning of some of the words. Check learners understand what FAQ means (Frequently Asked Questions). 2. Learners address the starter questions in groups or as whole class. Ask: <i>What do you know about blogs? Have you ever read a blog? What do you think people write about in blogs?</i>
Resources	Main activity
Coursebook page 58	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Learners read the text. 2. Learners answer the comprehension questions that follow. 3. Draw learners' attention to the fact the questions are using synonyms or rephrasing the words in the text. 4. If necessary, explain that 'cash in on' means 'to make money from'. <p>CORE</p> <p>Feedback In pairs, learners check their answers. Teacher elicits answers and writes on the board.</p> <p>Answers</p> <p>1 everyday; 2 daily routine, hobby; 3 reach a large audience, write about what you are interested in, could earn money; 4 domain name and web host; 5 by advertising, endorsing goods or selling products</p>
Workbook page 45	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Learners match the words with their synonym/meaning by drawing lines or writing them down in their notebook. <p>CORE</p> <p>Feedback Learners peer correct and teacher elicits answers.</p> <p>Answers</p> <p>target = aim, goal; endorse = give support or approval to; content = information and material on a website; connected = related; host = a company that provides a service or resource; virtually = nearly, almost; blog = a weblog that is updated frequently and published online; domain = your area, web address ; aspects = features; potential = possible; passionate = keen, excited</p>

<p>Workbook Page 45</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Review the use of modals, for ability, permission, instruction and obligation. 2. Learners look at the reading text on page 58 of the Coursebook. They underline all the modal verbs. Elicit learners answers and write them on the board. Ask: <i>Do you know any other modal verbs?</i> Elicit/prompt ‘would’ and ‘had better’. Add them to the list on the board. 3. Refer learners to Activity 2 in their Workbooks. They write down the modal verbs that they found in the reading text, plus the extra ones that were written as a class. 4. Learners complete the other questions in this activity. <p>CORE</p> <p>Feedback Peer check, teacher elicits answers.</p> <p>Answers</p> <p>1 may, ought to, can, might, must, should, have to, (tend- as a form of modality); 2 may, might; 3 can; 4 must, have to; 5 should, ought to (had better – but it is not in the text)</p>
<p>Workbook Page 45</p>	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Learners complete activity in pairs. <p>Feedback Use AFL techniques to feedback True/False answers. If you wish have learners make True and False flashcards. Give each learner two sheets of paper. They write ‘True’ on one, and ‘False’ on the other. Read each sentence and have learners hold up the flashcard showing their answer. Learners justify their answers.</p> <p>Answers</p> <p>1 T; 2 F (Modal verbs follow the base infinitive; <i>have to</i> and <i>ought to</i> also follow this rule); 3 T; 4 F (we use modal verbs + have + past participle to refer back to a point in the past. *Only exceptions are <i>can</i> (when used to express ability) which takes the usual form of <i>could</i> e.g <i>I could use a computer when I was a child</i> and <i>have to</i> which takes the usual form of <i>had to</i>: <i>I had to use a computer in school</i>).</p>
<p>Coursebook page 59</p>	<p>Speaking: Activity 2</p> <ol style="list-style-type: none"> 1. In pairs, learners discuss the points. 2. They make notes in their notebooks. <p>CORE</p> <p>Feedback Ask pairs to join with another pair and share their ideas.</p> <p>Answers</p> <p>All learner answers accepted.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide learners with a short list of topic options, for example topic: your pet, where you like to go to eat; domain name: joining the two first names together to come up with a unique domain name. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners come up with a short list of companies they would they get to advertise on their blog.

Resources	Plenary		
	Quick class survey on the genre and topics of the proposed blogs		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Group discussions	Comparing to classmates writing	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G12.4.1.1) Write for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection and research by drawing evidence from text; use technology including the Internet to produce and publish writing as well as to interact and collaborate with others.			

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 12	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Writing: Provide learners with the opportunity to select and produce a text genre on a topic of their interest.</p> <p>Reading: Encourage learners to create and engage with a common online text type.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • write a blog • responding appropriately in writing to a classmate's blog • identify modals and how they are used • identify different genres of writing • engage with a self-assessment for learning task.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Exploring different aspects of digital communication <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Learning and Innovation Skills: Elaborate, refine, analyse and evaluate their own ideas to improve and maximise creative efforts 		
<p>Key vocabulary: <i>aspects, content, host, potential, target, virtually, related, domain, blog, endorse, passionate</i></p> <p>Key expressions/structure: Modal verbs – ability, permission, instruction and obligation</p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Learners lack confidence in creating specific texts types. Provide constructive guidance and an audience other than the teacher to write for, for example a classmate. Make learning fun and enjoyable to stimulate motivation. 		
<p>Resources/equipment needed:</p> <p>Coursebook page 59</p> <p>Workbook page 46</p> <p>Board</p> <p>PCM 6</p>		

UNIT 3 LESSON 12 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6–9).

Resources	Starter
	<ol style="list-style-type: none">1. Learners review what they learnt in the previous lesson about blogs.2. Elicit answers about why it would be good to have your own blog, what you need to set it up, how to promote it and make money, etc.
Resources	Main activity
Workbook page 46	<p>Workbook: Activity 4</p> <ol style="list-style-type: none">1. Alert learners to the fact that different genres of texts will have different stylistic and linguistic features. Write on the board: narrative, expository, persuasive and descriptive. Brainstorm what these words mean and what features learners would expect to see associated with them. Write their answers on the board.2. Learners complete the task. <p>CORE</p> <p>Feedback</p> <p>Draw four boxes on the board to match the four descriptive boxes in the activity. Invite learners to come and write a genre in each box. Peers agree or disagree and peer correct if necessary.</p> <p>Answers</p> <p>1 narrative; 2 descriptive; 3 persuasive; 4 expository</p>
Workbook page 46	<p>Workbook: Activity 5</p> <ol style="list-style-type: none">1. Using the knowledge acquired from Activity 4, learners complete Activity 5.2. Learners work individually. <p>CORE</p> <p>Feedback</p> <p>Peer check followed by teacher eliciting answers.</p> <p>Answers</p> <ol style="list-style-type: none">1 Descriptive – it uses a lot of adjectives and sensory words, for example looked and tasted.2 Persuasive/Argumentative – suggesting and trying to persuade, it gives supporting arguments.3 Narrative – it is telling a story, it often uses the first person 'I'.4 Expository – it is investigating, explaining, evaluating evidence, without giving the writer's personal opinion.

<p>Coursebook page 59</p>	<p>Writing: Activity 3</p> <ol style="list-style-type: none"> Learners discuss their notes from speaking Activity 2 in the previous lesson. They work in the same pairs and write a blog in their notebooks. Explain to learners that they should write at least 150 words on their chosen topic. That they should think about what writing genre they wish to use. Remind learners that blogs are not private and tell them that they should leave space at the end of their blogs for their classmates to write their comments or responses to their blog. Once learners have completed their writing they should carefully check it for grammar, spelling and writing. Then they pass it to another pair of learners. Learners then read their classmates' blog. Learners write a 50 word response to their classmate's blog. <p>CORE</p> <p>Feedback Peer feedback.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Pair learners who need more support with stronger learners, monitor to ensure that both are contributing to the task. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners can respond to more than one blog. Especially if there are early finishers.
<p>Workbook page 46 Coursebook page 59 PCM 6</p>	<p>Writing: Activity 4</p> <ol style="list-style-type: none"> Give each learner a copy of PCM 6. Learners complete the self-assessment table. <p>DESIRABLE</p> <p>Feedback Monitor the comments and note any areas of difficulty to address in future lessons.</p> <p>Answers</p> <p>Learners' own answers</p>
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> Learners can analyse all the class' blogs and categorise them into different genre and topic. Then decide which was the most interesting subject, had the best use of language, was the most creative name, etc.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Group discussions	Comparing to classmates writing	Written work and feedback	Verbal feedback
Standards/SLOs: (G12.4.1.1) Write for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection and research by drawing evidence from text; use technology including the Internet to produce and publish writing as well as to interact and collaborate with others.			

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 12	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To develop learners' active listening skills listen for gist; key information. Speaking: To get learners to contribute to part of a discussion or debate and develop their critical thinking Writing: To develop learners' ability to take notes while listening to an Audio Track.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • listen for gist and key information around the topic of artificial intelligence in the home • note down key information associated with 'commands' and lexis associated with SMART technology in the home • discuss the pros and cons of artificial intelligence and articulate their own opinion.
Link to prior learning: <ul style="list-style-type: none"> • Digital Communication: Related lexis and language 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>activation, artificial intelligence, automation, blueprint, develop, entrepreneur, exposition, innovation, home, household, launch, platform, process, product, prototype, release, smart home, software, voice-activated, voice-recognition</i> Key expressions/structure: <i>going to</i> for future prediction and intention		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may struggle with listening for commands so use the appropriate differentiation to accommodate for this. • Use of 'going to' as a future form may be confused with the present continuous. Ensure the distinction is understood and applied using the language activities. Draw out the meaning from the reading text. • A question may arise between <i>going to</i> and <i>will</i> - opinion, future fact or degree of implied certainty). This can be an extension discussion point for more advanced learners. 		
Resources/equipment needed: Coursebook pages 60–61 Audio Track 19 Whiteboard Sticky notes		

UNIT 3 LESSON 13 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6–9).

Resources	Starter
Coursebook page 60	<p>1. Learners look at the images of new smart technologies for the home in their book. In pairs or groups they discuss/brainstorm advantages and drawbacks of each. Then they think about and answer the other starter questions: <i>Which technology is your favourite? Why? What is the living room of the future going to look like?</i> Have a whole class discussion to elicit learners' viewpoints. Write key vocabulary on the board. The objective is to activate schemata and draw the learners into the topic.</p>
Resources	Main activity
Coursebook page 60	<p>Listening: Activity 1</p> <ol style="list-style-type: none"> In pairs, learners use the image to predict what they think they will hear. Use this opportunity to pre-teach/ elicit the new vocabulary. <p>CORE</p> <p>Feedback Ask pairs to join with another pair and share their ideas. Then ask a learner from each group to come and write some of their ideas on the board.</p> <p>Answers</p> <p>There is no exact prescription for the answers but possible key points <i>could</i> focus on: human-robot interaction, artificial intelligence, voice-activation technology and the commands that the man is giving.</p>
Coursebook page 60 Audio Track 19	<p>Listening: Activity 2</p> <ol style="list-style-type: none"> Before playing the audio ask checking questions to establish that the first play is for the gist: <i>Are you listening for specific details or the bigger picture? 'Should you try to understand everything?'</i> Explain that learners should listen to see if their predictions are correct. Play the audio once. Learners listen and answer the question. <p>CORE</p> <p>Feedback Go through predictions on the board to see if the learners predicted any of the content. Ask further questions such as: <i>Is the man chatting with another person? (No.) Where is the man and what is he doing? (at home, watching TV.)</i></p>
Coursebook page 60 Audio Track 19	<p>Listening: Activity 3</p> <ol style="list-style-type: none"> Instruct learners to listen again for detail (key points) and note down key points in the table. Check learners understand 'command' and 'instruction'. (If you wish, you could reproduce as a handout, or you could ask learners to copy the table into their notebooks.) Play the audio again if necessary. <p>CORE</p> <p>Feedback Pairs compare notes, then nominate a learner to share what they noted down with the whole class. Draw out meaning and key lexis and place on the board.</p> <p>Answers</p> <p>Learners' own answers</p>

	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. You can play the audio more times and with pauses. 2. Scaffold the task by giving them specific commands/lexis to listen for. 		
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to close their Coursebooks so that they have to structure their own note-taking and organise the information themselves. 		
Coursebook page 61	<p>Speaking: Activity 4</p> <ol style="list-style-type: none"> 1. Pre-teach the key vocabulary. 2. Use the listening as a lead-in to the discussion. This can be calibrated in many different ways but the objective is to have learners engage with the topic, present and debate ideas and justifications. As an extension, learners should think critically and engage analytically with the subject. 3. Divide the class into groups of three or four. Assign the following roles – chairperson (controls the discussion), scribe (writes the ideas down), presenter (gives feedback to rest of class). 4. Elicit from learners the rules for discussion, for example everyone must speak, take turns in speaking so one person speaks at a time, ask for clarification if you don't understand, respect other's opinions, etc. List these on the points on the board. Elicit, and write on the board, functional phrases such as: <i>In my opinion, I feel that, Could you repeat/clarify that ... ?</i> 5. Learners complete the tasks. Monitor the groups and provide encouragement where necessary but allow learners to run tasks themselves as much as possible. Strongly encourage and reward learners who engage with appropriate lexis and provide good justifications for points. <p>DESIRABLE</p> <p>Have presenters from each group report back on what their groups discussed and any ideas they thought of. Write some ideas on the board.</p>		
Resources	Plenary		
Sticky notes	<ol style="list-style-type: none"> 1. Give learners a sticky note. Ask them to write a word they remember from the lesson on the note. 2. Learners stick their notes on the board. 3. Group words that are the same together – and establish how many words there are. Check spelling and use peer feedback to correct any spelling errors. 		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>(G12.4.2.1.1) Build on and continue applying language structures learned previously.</p>			

LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 12	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To encourage learners to engage with reading texts on less familiar topics Speaking: To allow learners to prepare and deliver a presentation. Writing: To develop learners' ability to (co) produce a project plan using the target language.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read and reorder a process to make it coherent • understand and use 'going to' for future prediction • recognise the relaxed pronunciation forms of 'going to' (gonna) • use cross-curricular skills to plan the development of a product.
Link to prior learning: <ul style="list-style-type: none"> • Digital Communication: Related lexis and language; connectors and linking words 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation Skills: Collaborate with others to create, plan, and execute team interdisciplinary projects by exhibiting flexibility and a willingness to make compromises to accomplish a common goal 		
Key vocabulary: <i>activation, artificial (intelligence), automation, blueprint, develop, display, entrepreneur, exposition, innovation, home, household, launch, network, platform, process, product, prototype, release, smart home, software, switch on/off, turn on/off, voice-activated, voice-recognition</i> Key expressions/structure: <i>going to</i> for future prediction and intention		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may need more scaffolding for induction/language components. • Use of <i>going to</i> as a future form may be confused with the present continuous with <i>-ing</i> forms. Ensure the distinction is understood and applied using the activities. Draw out the meaning (and form) from the reading text. • A question may arise between 'going to' and 'will' - opinion, future fact or degree of implied certainty). This can be an extended discussion point for more advanced learners. 		
Resources/equipment needed: Coursebook page 60 Workbook pages 47–48 Whiteboard Sticky notes		

UNIT 3 LESSON 14 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6–9).

Resources	Starter
	<ol style="list-style-type: none"> 1. Write on the board or type the title: 'Products for the smart house of tomorrow'. 2. Ask learners to use sticky notes to write down products and then collect the answers. Swap the notes around and ask learners to explain the products to each other. Place notes on the board, or, if done electronically, send the answers to a home screen. Feed in and write down key vocabulary. 3. Elicit some examples and list on the board key vocabulary that recurs from the last lesson or new product-related vocabulary. 4. Use <i>effective</i> questioning to engage the learners in the topic, for example <i>Would you want this product? Why would this be useful?</i>
Resources	Main activity
Workbook page 47	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Without looking at the paragraphs elicit from learners the process a product goes through from the initial design to the final launch. Build up a suggested process on the board without correcting learners. 2. Take the opportunity to review connectors and transition words, using the process you elicited from the learners. 3. Have learners read the rubric. Ask them what they think they have to do. Explain the aim of the activity: sequencing. 4. Learners undertake the activity in pairs and then form a group of four with another pair to compare answers. <p>DESIRABLE</p> <p>Feedback Elicit responses from separate groups and look for connectors/transition words such as 'then ... after that ...' and ordinal phrases 'firstly, secondly ... finally'. There is no explicit vocabulary activity in the lesson, but this is an opportunity to draw out key words and their meanings.</p> <p>Answers</p> <p>1 f; 2 d; 3 b; 4 c; 5 e; 6 a</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Mix the pairs by ability for the exercise. Provide the first or last answer, or both. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to write down key vocabulary and provide definitions either through writing or oral elicitation.

<p>Workbook pages 47–48</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Set up the reading using the image to predict and ask the learners to scan and confirm. 2. Have learners read through the questions. Learners should individually read the text and make some key notes on questions 1 to 5. 3. Have learners look at the text and its language. (future prediction). Use concept checking questions such as: <i>Has the product already been made? Does it exist already or not?</i> 4. Elicit the answers for questions 1 to 5 quickly to check understanding of the text. <p>CORE</p> <p>Feedback Learners mark on a scale of 1–10 how well they understand the text. Be prepared to review the <i>Use of English</i> box in the Coursebook. Have supplementary exercises ready for learners who are struggling to grasp language structure. You could also encourage peer teaching.</p> <p>Answers</p> <p>1 voice print; 2 February 2021; 3 people will be able to make things in their own home; 4 there is no evidence it will work; 5 you can choose them yourself;</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. The text can be reproduced with some key sentences underlined to facilitate learner discovery of the language. Key words can be defined or pre-taught beforehand. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. If learners can locate the target language, ask them to write down the meaning and the form.
<p>Workbook page 48</p>	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Learners look at their answers for Workbook Activity 2. They look for patterns and write down the rules. 2. Provide sufficient time for this so learners can learn inductively. <p>CORE</p> <p>Feedback Conduct whole class feedback.</p> <p>Answers</p> <p>going to change/develop/be/produce/be able to/join</p>

<p>Coursebook page 61</p>	<p>Use of English</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the Use of English box. 2. Use AFL (see page 2) to gauge level of understanding of the meaning and form and then cover the gaps through teaching, questioning and eliciting. You may wish to use the board/white board. <p>CORE</p> <p>Feedback</p> <p>Use concept checking questions to confirm that learners have grasped the meaning associated with the target language. For example, write the following sentence on the board: 'I'm going to buy a new video game.' Ask the following questions: <i>Am I going to buy a video game at this moment?</i> (No) <i>Did I buy one yesterday?</i> (No) <i>Am I planning to buy one in the future?</i> (Yes) <i>Am I possibly going to buy a video game?</i> (No)</p> <p>Nominate learners – give them a infinitive and ask them to make a sentence with 'going to'.</p>
<p>Workbook page 48</p>	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Ask learners to individually complete the controlled practice exercise based on the reading. 2. Draw out the answers and ask conceptchecking questions to identify/consolidate understanding of the form. <p>CORE</p> <p>Feedback</p> <p>Use a peer review activity and elicit answers – especially alternative lexical verbs. Bring back to plenary if required for consolidation or error correction.</p> <p>Suggested Answers</p> <ol style="list-style-type: none"> 1. is going to change 2. are going to be 3. are going to command the printer using 4. is going to launch <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Give the learners the infinitive to use for each sentence or provide a word box with options. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to look for synonyms for some of the verbs (infinitives) they have used.

Workbook page 48	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1. Refer learners to the <i>Did you know?</i> box on page 61 of the Coursebook. 2. Refer learners to the photo and article in Activity 2 to introduce the project. Explain to learners that they are going to develop a new product and give a presentation for its launch. 3. Ask learners to brainstorm ideas on their own for one or two minutes, then organise learners into groups. 4. In pairs or small groups, learners brainstorm ideas and write key phrases for the presentation using ‘going to’. They make notes in the graphic organiser in their Workbook. <p>DESIRABLE</p> <p>Feedback The teacher’s role is to monitor and observe and provide feedback that encourages learners in their task. Bonus points for use of the target language, originality of ideas and justifications for products. Feedback could also be done on a peer-review basis.</p>		
Coursebook page 61	<p>Speaking: Activity 5</p> <ol style="list-style-type: none"> 1. Learners now present their product designs at the ‘EXPO’. 2. Ensure the activity is done collaboratively with every group member participating. 3. Below are some options for how groups could do their presentations. Choose the one you think will best meet the needs of your class. Option 1: Groups take it in turns to present their products using the posters or PowerPoints they made in Workbook Activity 4. Option 2: Set up a running dictation. Each group splits into presenters, questioners and scribes. The presenters display their group’s poster (or PowerPoint on a laptop). The questioners for Group 1 ask the Group 2 presenters questions about their product. They report the information back to their scribes, who write down the key points. At the same time, Group 2 questioners ask Group 3 presenters questions, etc. All the groups reform. Group 1 presents Group 2’s product. Group 2 presents Group 3’s product, etc. 4. Tell learners they will be given bonus points for use of the target language of the lesson and transition words. 5. The activity links to the ‘project’ on pages 16 and 17. <p>EXTENSION</p> <p>Feedback This is a learner-centered final activity that involves peer-reviews at each stage. Take notes for future reference and error-correct on-the-spot. Encourage learners to take responsibility for learning.</p>		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs: (G12.4.2.1.1) Build on and continue applying language structures learned previously.</p>			

LESSON PLAN		LESSON: 15
Teacher:		Subject: English
Grade: 12	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Writing: To review learners' use of the future form using 'going to' and writing their opinions in different topics.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • demonstrate their understanding of and be able to use <i>going to</i>, as covered in Unit 3 • demonstrate their understanding of vocabulary and themes covered in unit 3 • demonstrate their ability to write their opinion on different topics • demonstrate their ability to list the key features of different genres of blogs.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Key lexis and grammar from Unit 3 <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Not applicable 		
<p>Key vocabulary: Lexis from the unit: <i>hack, hacker, phishing security breach, telecommunications, persuasive, descriptive, expository, narrative</i></p> <p>Key expressions/structure: <i>going to</i> for intention</p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Learners may need to be reminded of the grammar rules for key structures from the unit, along with key definitions of certain grammatical terms. Teachers can choose to provide explanations before learners attempt the task or after learners have attempted the task – using the exercises as a basis to clarify the usage of the target forms. 		
<p>Resources/equipment needed:</p> <p>Coursebook page 62</p> <p>Dictionaries – optional</p>		

UNIT 3 LESSON 15 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6–9).

Resources	Starter
Starter	<ol style="list-style-type: none"> 1. Tell learners to take the dictionary and ask them how to find the meanings of the words using the dictionary. 2. Ask learners to think about other places they use to find the meanings of the words, for example applications in their smart phones, websites ... etc. 3. Then tell them to think of the words they've covered and can't be found in the dictionary like: meme ... , then ask them why we can't find them in normal dictionaries. (Because they are new words or phrases which are not yet considered official words.) <p>Feedback Whole class – groups share ideas.</p>
Resources	Main activity
Coursebook page 62	<p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners what 'part of speech' means. Encourage learners to give you examples; noun, verb, adjective ... etc. 2. Learners complete the first column then pairs compare and peer correct. 3. Tell learners to complete the second column without using the dictionary. Then if they can't complete the activity let them use it. If you want to gauge their current understanding, don't provide access to dictionaries. <p>Feedback Learners compare their answers in pairs. Elicit correct examples from the class.</p> <p style="background-color: #d3d3d3;">Answers</p> <p>Learners should give approximations of the following definitions: 1 Hack – verb, the act of accessing computer systems to get information; 2 Hacker - noun, a person who is proficient in using computer programs and can access computer systems to get information; 3 Phishing email – noun, to try to obtain financial or other confidential information from Internet users, typically by sending an email that looks as if it is from a legitimate organisation; 4 Security breach – noun, An act from outside an organisation that avoids or breaks security policies, practices, or actions; 5 Telecommunication – noun, communication over a distance by cable, telegraph, telephone, or broadcasting.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners could work in mixed ability pairs for additional support. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to write sentences using the words.

<p>Coursebook page 62</p>	<p>Language Focus: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to give you phrases used to give opinions. 2. Learners complete the task individually. <p>Feedback Learners talk with their partners about their opinions and say why.</p> <p>Answers</p> <p>Learners' own answers. Award a mark if the learner has expressed a coherent opinion.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Allow learners to check the previous lesson about expressing opinions (Coursebook page 61) or provide a table with the language they have to use in the activity. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to think about two reasons of why they agree or disagree on the statements.
<p>Coursebook page 62</p>	<p>Language Focus: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to read the notes that Mark had in his calendar and ask the learner what does the word plan mean? Then ask them which tense they have to use if they want to talk about plans. 2. In pairs, learners write down three sentences about Mark's plans for the weekend. They write one sentence for each day. 3. Pairs compare their response with another pair to see if they agree. <p>Feedback Elicit the answers. Invite peer correction and support for learners who have made any errors.</p> <p>Answers</p> <p>Part 1: 1 Mark is going to the cinema with his family on Thursday; 2 Mark is going to his grandparents' house on Friday; 3 Mark is going to eat lunch with Jamal and then he is going to do his English project on Saturday.</p>
<p>Coursebook page 64</p>	<p>Language Focus: Activity 4</p> <ol style="list-style-type: none"> 1. Learners write their plans for the weekend. 2. In pairs, learners talk to each other about their plans for the weekend. <p>Feedback Elicit learners answers. Check they have used 'going to' correctly.</p> <p>Answers</p> <p>Learners' own answers</p>
<p>Coursebook page 62</p>	<p>Speaking: Activity 5</p> <ol style="list-style-type: none"> 1. Put learners in pairs. 2. Give learners a 3-4 minute time limit to discuss the statement. <p>DESIRABLE</p> <p>Feedback Elicit ideas from the entire class.</p> <p>Answers</p> <p>Learners' own answers</p>

Coursebook page 62	<p>Writing: Activity 6</p> <ol style="list-style-type: none"> Learners work individually. They make notes on the key features of each writing style in the graphic organiser on the page. <p>Feedback Copy the table onto the board. Invite learners to write their answers in the table.</p> <p>Answers</p> <p>Learners' answers should be an approximation of the following: Persuasive - it suggests and tries to persuade, it gives supporting arguments; Descriptive - it uses a lot of adjectives and sensory words, for example looked and tasted; Expository - it investigates, explains, evaluates evidence, without giving the writer's personal opinion; narrative - it tells a story, it often uses the first person.</p>		
Coursebook page 62	<p>Assessment for learning: Activity 7</p> <ol style="list-style-type: none"> Ask learners to complete the self-assessment individually and then give them time to discuss with their groups about blogging. <p>Feedback Collect in Workbooks and review learner's answers.</p> <p>Answers</p> <p>Learners' own answers</p>		
Resources	<p>Plenary</p> <ol style="list-style-type: none"> Ask learners to talk about one of the blogs they've looked at previously. Let them talk about the genre and information they've found in the blog. 		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs: (G12.4.3.1.1) Build on and continue applying language structures learned previously.</p>			

LESSON PLAN		LESSON: 16
Teacher:		Subject: English
Grade: 12	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To develop learners' ability in expressing their opinions about something they have created and believe in. Writing: To develop learners' ability to write a descriptive text, take notes and plan a PowerPoint presentation.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • plan and design a smart home, then write a descriptive text about it • create and think about new objects, talk about how important they are • describe a model using descriptive language.
Link to prior learning: <ul style="list-style-type: none"> • Lexis from Unit 3 21st Century Skills: <ul style="list-style-type: none"> • Social and Cross-Cultural Skills: Master working within a diverse group by respecting cultural differences, knowing when to speak and when to listen, and responding open-mindedly to different ideas and values 		
Key vocabulary: Lexis related to digital communication and technology Key expressions/structure: Language structures from Unit 3		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners might think that smart homes only means houses with the most recent technology, teachers should tell them it's also about being eco-friendly. 		
Resources/equipment needed: Coursebook pages 64–65 A3 papers and pencils for learners to draw Stationery for making a 3D model Some pictures of smart homes around the world		

UNIT 3 LESSON 16 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6–9).

Resources	Starter
Coursebook page 64	<ol style="list-style-type: none"> 1. Ask learners to describe the photograph. Ask learners: <i>What is a smart home? Have you ever been in a smart home?</i> If some learners say yes, ask: <i>Where and when? What did you see in the smart home?</i> 2. Ask: <i>Do you think a smart home should be eco-friendly? How could smart homes be good for the environment?</i> Give them time to talk about these starter questions. 3. Invite feedback and write any key vocabulary from the unit on the board.
Resources	Main activity
Coursebook page 64	<p>Preparation: Activity 1</p> <ol style="list-style-type: none"> 1. Put learners in small groups of three or four. Then model the first example as a class. Let the groups finish the rest of the table. 2. Ask learners to think about things that were in their houses in the past that are no longer used or seen, e.g. a landline telephone. 3. Ask what the things were replaced with, e.g. smartphone. Ask: <i>What do they think they will have in the future instead?</i> <p>Divide the class into small groups. Refer the learners to Activity 1 in their Coursebooks. Tell them to read the rubric and complete the table.</p> <p>Feedback Whole class feedback.</p>
Coursebook page 64	<p>Preparation: Activity 2</p> <ol style="list-style-type: none"> 1. Read the rubric with the class. 2. Ask learners to write in their notebooks how they want to design their future house. Tell them this should be an individual task. 3. Tell learners they are going to make their house a smart home and must think about how they are going to do that. What do they need to add to their house so it's a smart home? Remind them of some of technology they considered in Lessons 13 and 14, for example voice activation. <p>Feedback Nominate a pair of confident learners to lead whole class feedback – and get them to write their classmates' ideas on the board.</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Teacher might provide a table with all the information for learners to complete.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to add eco-friendly objects to their list and say how they can help the environment.

Coursebook page 64	<p>Design: Activity 3</p> <ol style="list-style-type: none"> 1. Tell learners they are going to design or draw their future house, the design should show all the main rooms and where they are going to place the new technology they've thought about. Learners can look at the example in their Coursebook. Tell learners that they can draw arrows on their plan and add notes to expand on their design ideas. 2. Learners start working on their model. If they don't finish designing it, tell them they can complete them for homework. 3. Monitor learners while they are working individually, make sure that all of the learners are on task. Explain to learners that they can draw arrows from sections of their design to expand their designs and add more detail. 4. Provide help if needed.
	<p>Plenary</p> <ol style="list-style-type: none"> 1. Elicit some information from the learners about the technology they used in their houses and how they are going to be beneficial for society in the future. 2. Ask them to finish their drawings/models at home if needed.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:
(G12.4.1.1.3) Write informative compositions on variety of topics; introduce the topic, organise complex ideas; develop the topic with well chosen, relevant and sufficient facts while using appropriate and varied transitions to line the major sections of the text and create cohesion; provide a conclusion that follows from the supports the information presented.

LESSON PLAN		LESSON: 17
Teacher:		Subject: English
Grade: 12	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To develop learners' ability in expressing their opinions in something they created and believe in. Writing: To develop learners' ability to write a descriptive text, take notes and plan a PowerPoint presentation.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • plan and design a smart home, then write a descriptive text about it • create and think about new objects, talk about how important they are • describe a model using descriptive language.
Link to prior learning: <ul style="list-style-type: none"> • Lexis from Unit 3 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: Lexis related to digital communication and technology. Key expressions/structure: Language structures from Unit 3		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners might think that smart homes only means houses with the most recent technology, teacher should tell them it's also about being eco-friendly. 		
Resources/equipment needed: Coursebook pages 64–65 A3 papers and pencils for learners to draw Stationery for making a 3D model Some pictures of smart homes around the world		

UNIT 1 LESSON 17 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6–9).

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners to talk about the new technology and machines they have thought about using in their houses. 2. If time permits, learners talk about their opinions of the technologies that were introduced before.
Resources	Main activity
Coursebook page 64	<p>Design: Activity 4</p> <ol style="list-style-type: none"> 1. Ask learners to take out their design from the previous lesson. Tell them that they are going to have ten minutes to complete Activity 4 in the Coursebook. They must look at the points and make sure they are in their designs. 2. Encourage learners to ask you if they have any questions.
Coursebook page 65	<p>Design: Activity 5</p> <ol style="list-style-type: none"> 1. Ask learners to write a descriptive text to describe the model that they have created. 2. Remind learners of the things that they have to consider; introduction and conclusion, capital letters and punctuation, using descriptive language narrative tenses ... etc. Ask learners to look at the <i>Writing tip</i> box for guidance. 3. Monitor learners while they are writing individually and make sure that all the learners are on task. 4. Provide help if needed. 5. Tell learners the texts are going to be assessed. <p>Feedback Whole class feedback/write their ideas on the board.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide adjectives and some descriptive phrases that were used in previous units so the learners can use them in their writing. 2. Provide a sample of a descriptive text. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to combine adjectives and try to come up with new vocabulary they haven't used before.
Coursebook page 65	<p>Design: Activity 6</p> <ol style="list-style-type: none"> 1. Ask learners to complete the table in the Coursebook and check their writing before submission. 2. Explain that learners should put examples of edits they need to make in the "comments" section of the table. <p>DESIRABLE</p> <p>Feedback Check learners' tables for common errors. Put these errors on the board and go over as a class.</p> <p style="background-color: #d3d3d3;">Answers</p> <p>Learners' own answers</p>

Plenary			
1. In groups, some learners read out their texts and group members discuss whether they had similar or different ideas for their houses of the future. 2. Collect individual texts to take away for marking. Provide constructive feedback that adheres to the principles of AFL.			
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G12.4.1.1.3) Write informative compositions on variety of topics; introduce the topic, organise complex ideas; develop the topic with well chosen, relevant and sufficient facts while using appropriate and varied transitions to line the major sections of the text and create cohesion; provide a conclusion that follows from the supports the information presented.			

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 12	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To develop learners' ability to listen for specific information.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> listen to an authentic interview and understand main ideas and specific details recognise, understand and use art gallery related lexis.
Link to prior learning: <ul style="list-style-type: none"> Lexis related to art 21st Century Skills: <ul style="list-style-type: none"> Flexibility and Adaptability: Master the importance of receiving feedback in English from teachers and other students 		
Key vocabulary: <i>exhibition, proprietor, sculpture, ceramics, textiles, watercolours, handmade glass, to showcase, mainstream, contemporary</i> Key expressions/structure: Phrasal verbs: <i>put on, carry out, set out, keep up, set apart, set up, turn up, work out</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners may at first be shocked by the high level of the authentic listening material. Reassure learners that they will have opportunities to listen to the recording several times and to work with other learners to complete initial tasks. 		
Resources/equipment needed: Coursebook pages 68–69 Workbook page 49 Audio Tracks 20–23 Board White cards		

UNIT 4 LESSON 1 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 9).

Resources	Starter
Coursebook page 68	<ol style="list-style-type: none"> 1. Direct learners' attention to the picture of the Majlis Gallery. And ask them what it is and if they have been there (an art gallery in Dubai). 2. Ask learners what they might see at an art gallery, ask which different types, for example, one type could be paintings. 3. In small groups, learners quickly discuss and see if they can think of any other art forms. Have the class feedback and try to elicit the key vocabulary. 4. Learners also discuss the starter questions in their Coursebooks: <i>Do you know any famous artists? What kind of art did they produce? Have you ever been to an art gallery?</i> <p>Feedback Whole class feedback.</p> <p>Answers calligraphy, sculpture, drawing, textiles, etc, and learners' own answers.</p>
Resources	Main Activity
Coursebook page 68	<p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1. Focus learners' attention on images first and try to elicit language. Ask: <i>What can you see in the photos?</i> 2. Direct learners' attention to the words in the box. 3. Learners match the words to the pictures, using dictionaries where needed. 4. In pairs, learners check their answers. <p>CORE Feedback Point at the images as learners call out the words. Use this as an opportunity to drill correct pronunciation. Remind learners not to use the stress markers when they write the words.</p> <p>Answers a painting; b sculpture; c handmade glass; d ceramics; e textiles</p>
Workbook page 49	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Direct learners' attention to the words in the box and the example. 2. Learners match the words to the definitions, using dictionaries where needed. <p>CORE Feedback Learners check in pairs then check as a class. Go through the words and check word classifications with learners, for example, noun, adjective, verb, etc.</p> <p>Answers 1 to showcase; 2 a proprietor; 3 contemporary; 4 mainstream; 5 an exhibition.</p> <p>Differentiation activities (Support): 1. Put learners into mixed ability pairs.</p> <p>Differentiation activities (Stretch): 1. Learners write sentences using the target language.</p>

<p>Coursebook page 68</p>	<p>Listening: Activity 2</p> <ol style="list-style-type: none"> 1. Read the rubric with the class. Learners read the four topics. Check understanding. 2. In pairs, learners predict the order in which the owner will talk about the topics. <p>CORE</p> <p>Feedback</p> <p>Elicit predictions but do not confirm whether they are right yet. Ask for reasons why.</p> <p>Answers</p> <p>Learners' predictions</p>
<p>Coursebook page 69 Audio Track 20</p>	<p>Listening: Activity 3</p> <ol style="list-style-type: none"> 1. Learners listen to the audio and number the topics in the order they are talked about. 2. In pairs, learners check their answers. <p>CORE</p> <p>Feedback</p> <p>Check as a class. You could do a kinaesthetic task where topics are on white cards that learners move into correct order as they listen. Then learners walk around classroom and look at each other's ordering to check if the same.</p> <p>Answers</p> <p>a 3; b 2; c 4; d 1</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners listen and follow the transcript. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners write words/phrases associated with each topic they hear in the listening.
<p>Coursebook page 69 Audio Track 21</p>	<p>Listening: Activity 4</p> <ol style="list-style-type: none"> 1. Learners read the question. Check comprehension. 2. Explain that the sentence has been paraphrased. Tell learners they are only going to hear the first part of the interview. 3. Learners listen and circle the correct answer. 4. In pairs, learners check their answers. <p>CORE</p> <p>Feedback</p> <p>Take a class vote for each option. Play again if necessary.</p> <p>Answer</p> <p>b</p>

<p>Coursebook page 69</p>	<p>Listening: Activity 5</p> <ol style="list-style-type: none"> 1. Explain to learners that this task relates to the Activity 4 and will help them answer these types of questions in future. 2. Two of the options for the previous question were incorrect, as they know, but why? Learners match the wrong answers to the reasons why they are wrong. 3. In pairs, learners check their answers. 4. Learners underline in the tapescript where answer b (artists) are spoken about. <p>DESIRABLE</p> <p>Feedback Elicit answers and check as a class.</p> <p>Answers</p> <p>a galleries; b painters</p>
<p>Coursebook page 69 Audio Track 22</p>	<p>Listening: Activity 6</p> <ol style="list-style-type: none"> 1. Explain to learners that they are going to listen to another part of the interview and answer the question. This time there are three distractors. 2. Again, the sentence is not exactly spoken in the audio, but the general meaning is given. 3. Learners listen and select the correct answer. 4. In pairs, learners check their answers. <p>DESIRABLE</p> <p>Feedback Elicit answer and check as a class.</p> <p>Answer</p> <p>a</p> <p>EXTENSION Ask learners to explain why the other options are incorrect and/or where else they are referred to in the audio. (b Alison mentions that the gallery has a reputation for traditional water colours, but the art is very broad spectrum; c informal is not mentioned in the extract nor is it inferred; d national is not mentioned, nor is it inferred.)</p>
<p>Coursebook page 69 Audio Track 23</p>	<p>Listening: Activity 7</p> <ol style="list-style-type: none"> 1. Learners read the sentences. Explain that again, these sentences will not appear exactly as they do in the book in the audio. However, they are in the same order. Learners may need to write a word or a phrase. 2. Learners listen and answer. 3. In pairs, learners check their answers. <p>CORE</p> <p>Feedback Elicit answers and check as a class.</p> <p>Answers</p> <p>1 sculpture; 2 quite a few; 3 Australian; 4 one month; 5 fascinating; 6 communicating</p>
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. Take a class vote for which art form is their favourite. Or if more time, learners could do a quick class mingle/survey to find out the class's favourite art form. <p>Feedback Learners report back to the class and compare their answers.</p>

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G12.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression.			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 12	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To develop learners' ability to listen for specific information from authentic material. Speaking: To develop learners' ability to explain and provide details of a course of action.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • understand and utilise phrasal verbs that have been introduced in speech and writing • exchange information verbally and clearly to a partner.
Link to prior learning: <ul style="list-style-type: none"> • Lexis related to art 21st Century Skills: <ul style="list-style-type: none"> • Flexibility and Adaptability: Master the importance of receiving feedback in English from teachers and other students 		
Key vocabulary: <i>exhibition, proprietor, sculpture, ceramics, textiles, watercolours, handmade glass, to showcase, mainstream, contemporary</i> Key expressions/structure: Phrasal verbs: <i>put on, carry out, set out, keep up, set apart, set up, turn up, work out</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may at first be shocked by the high level of the authentic listening material. Reassure learners that they will have opportunities to listen to the recording several times and to work with other learners to complete initial tasks. 		
Resources/equipment needed: Coursebook pages 68–69 Workbook pages 49–50 Audio Track 20 Board		

UNIT 4 LESSON 2 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6–9).

Resources	Starter
Coursebook page 68	<ol style="list-style-type: none"> 1. Learners play backs to the board (see page 7 for how to play the game) to revise vocabulary introduced last lesson. 2. Also, discuss the audio from last lesson with learners, check what they can remember to help lead in to the next Workbook activity. 3. Use the photos from the Coursebook as visual prompts.
Resources	Main Activity
Workbook page 49 Audio Track 20	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Tell learners that this relates to the listening activity (Audio Track 20) from last lesson. If you wish, play Audio Track 20 again. 2. Learners tick the boxes next to what they remember Alison talked about in the listening as being part of her job. 3. Learners check in pairs. <p>CORE Feedback Conduct whole class feedback. If you wish, replay the audio for learners to check their answers against. Advise learners that the answers do not appear in order and there are three answers that Alison does not mention.</p> <p>Answers</p> <p>put on; set out; set apart; set up; turn up</p>
Workbook page 50	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Direct learners' attention to the <i>Language tip</i>. 2. Go through examples and some others to explain the phrasal verbs. 3. Refer learners to Activity 3. Advise learners that they may have to change the form of the phrasal verb to fit the sentence. 4. Learners complete sentences individually. 5. In pairs, learners check their answers. <p>CORE Feedback Whole class feedback.</p> <p>Answers</p> <p>1 set up; 2 work out; 3 set out; 4 putting on; 5 keep up; 6 carried out; 7 turned up; 8 set apart.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage learners to match the correct phrasal verb, rather than focus on the form of the verb. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can write their own gapped sentences to test their partners on the phrasal verbs.
Workbook page 50	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Learners plan what they are going to say by making notes under each question. Encourage learners only to make notes and not write full sentences. Encourage learners to use phrasal verbs. 2. Learners briefly practise what they are going to say.

	<p>CORE Feedback Elicit brief descriptions from learners at this stage.</p> <p>Answers</p> <p>Learners' own answers</p>
Coursebook page 69	<p>Speaking: Activity 8</p> <ol style="list-style-type: none"> 1. Direct learners' attention to the <i>Speaking tip</i> box. 2. Learners tell each other about their exhibition plans. Tell learners that they should be able to speak for at least one minute. 3. Learners that are speaking use their notes from the Workbook to help them. 4. Learners that are listening note down what their partners are telling them. <p>CORE Feedback Choose a few learners to discuss how their plans compared to those to whom they spoke.</p> <p>Answers</p> <p>Learners' own answers</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners should be able to speak for at least one minute about their plans, answering the question prompts.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners should be able to speak beyond the prompts and speculate more.
Coursebook page 69	<p>Speaking: Activity 9</p> <ol style="list-style-type: none"> 1. Learners collaborate to enhance their original exhibition plans, using the notes they have made. <p>EXTENSION Feedback Learners form new partnerships to talk about their revised plans. Teacher monitors and draws out a couple of learners to share the results of their collaboration.</p> <p>Answers</p> <p>Learners' own answers</p>
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Discuss and evaluate the exhibition plans of the class as a whole and what improvements/suggestions their partners gave them. 2. Have any learners been inspired to go to any art galleries or exhibitions?

Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G12.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression.			

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 12	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: Develop learners' ability to read, understand and interpret written English across a broad range of topics. Speaking: Get learners to engage with a specific topic using pictures and reading texts as a resources.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • understand the main features of an argumentative essay • understand the concept of architecture as art • demonstrate understanding of target vocabulary around the topic of architecture.
Link to prior learning: <ul style="list-style-type: none"> • Organising writing and exploring the arts and architecture 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation: Master learning to articulate thoughts and ideas in English using oral, written and non-verbal communications skills with diverse groups of learners 		
Key vocabulary: <i>combined, debate, focus on, practical, primary, shelter, striking, truly, proportion, architecture, functional, abstract.</i> Key expressions/structure: <i>Word class, for example, function, functional, functionality</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners do not feel confident in expressing their opinions in English. Include group/partner work/discussion to build confidence. • Ensure there are adequate scaffolding exercises and exemplars for learners to use as a guide. 		
Resources/equipment needed: Coursebook pages 70–71 Workbook pages 51–52 Board Sticky notes		

UNIT 4 LESSON 3 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6–9).

Resources	Starter
Coursebook page 70	<ol style="list-style-type: none"> Learners look at the picture and discuss the starter questions as a whole class. Ask: <i>What is your impression of this building? Is it beautiful? Do you think it is practical?</i> Draw learners' attention to the <i>Did you know?</i> box, and explain that Zaha Hadid is a world-famous architect who died in 2016. Take the opportunity to pre-teach the new vocabulary.
Resources	Main Activity
Coursebook page 70	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> Learners read the texts. Learners answer the questions that follow. Pairs compare answers. <p>CORE Feedback Elicits answers for whole class feedback and checking. You may need to prompt learners to get them to answer question 3 in full.</p> <p>Answers</p> <p>1 Learners' own answers for example, Is Architecture art? Art and architecture, etc.; 2 c; 3 Four paragraphs – an introduction, two body paragraphs and a conclusion. The introduction clearly states an opinion, the paragraphs look at both sides of the argument.</p>
Coursebook page 71	<p>Speaking: Activity 2</p> <ol style="list-style-type: none"> Draw learners' attention to the pictures on the page. In small groups, learners discuss the points mentioned. Draw learner's attention to the difference between functional, and purely artistic designs (for example, a house or a painting, or a nicely designed office versus a sculpture). Ask: <i>Would you prefer to visit a famous building or go to an art gallery? Why/why not?</i> <p>CORE Feedback Whole class feedback.</p> <p>Answers</p> <p>Learners' own answers</p>
Workbook page 51	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> Refer learners to the <i>Language tip</i> on page 71 of the Coursebook. Go through it with the class. Learners complete the vocabulary task. Elicit other examples of word transformation, for example <i>architecture</i> → <i>architectural</i>, <i>combine</i> → <i>combination</i>. <p>CORE Feedback Learners peer check their answers first, then have whole class feedback to correct answers.</p> <p>Answers</p> <p>1a; 2a; 3b; 4a; 5b; 6b; 7a; 8a; 9a; 10b; 11b; 12a</p>

	Differentiation activities (Support): 1. Learners work with a stronger learner to encourage peer teaching. Teacher monitors and guides.		
	Differentiation activities (Stretch): 1. Learners select five words and create sentences around them.		
Workbook pages 51–52	Workbook: Activity 2 1. Learners complete the vocabulary activity. 2. Learners work individually. DESIRABLE Feedback Pairs compare answers and peer correct. Answers 1 combined; 2 debate; 3 focus; 4 practise; 5 shelter; 6 striking; 7 truly; 8 proportion; 9 architecture; 10 abstract; 11 functional; 12 primary		
Resources	Plenary 1. Divide learners into three groups. Provide learners with some coloured paper and tape/paper clips. 2. Their task is to work together to design a building. It is a competition to see which group can make the tallest structure with just paper. 3. Encourage them to be creative and imaginative. 4. Exit ticket – Learner’s write their favourite UAE building on a sticky note and stick it on the board/wall on the way out of the lesson. Keep these as you will need them for the next lesson.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Group discussions	Comparing to classmates writing	Written work and feedback	Verbal feedback
Standards/SLOs: (G12.3.1.1.5) Read, understand, and evaluate different forms of argumentative text (for example, discussions and debates).			

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 12	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: Learners understand and interpret written English on a specific subject. Speaking: Learners engage with the topic using the pictures and writing as a resources.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • Understand the main features of an argumentative essay • Write a persuasive/argumentative body paragraph • Use vocabulary associated with the topic.
Link to prior learning: <ul style="list-style-type: none"> • Organising writing and exploring the arts and architecture 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation: Master learning to articulate thoughts and ideas in English using oral, written and non-verbal communications skills with diverse groups of learners 		
Key vocabulary: <i>combined, debate, focus, practical, primary, shelter, striking, truly, proportion, architecture, functional, abstract</i> Key expressions/structure: Word class, for example: <i>function, functional, functionality</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners find writing tasks challenging and need a lot of guidance. • Ensure there are adequate scaffolding exercises and exemplars for learners to use as a guide. 		
Resources/equipment needed: Coursebook page 71 Workbook page 52 Board Sticky notes from Lesson 3		

UNIT 4 LESSON 4 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6–9).

Resources	Starter
	<ol style="list-style-type: none"> 1. Remind learners of the sticky notes of their favourite UAE building from last lesson. 2. Ask two or three learners to come to the front and categorise all of the buildings, for example all of the sticky notes of the Burj Khalifa to be in one section on the board/wall etc. 3. Learners organise the buildings into first, second, third most popular, etc. <p>Feedback Learners at the front of the class call out the building names and ask for a show of hands for first, second and third place buildings. Randomly nominate learners to explain why they chose their building. You may want the sticky notes again in Lesson 7.</p>
Resources	Main Activity
<p>Workbook page 52</p>	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the introduction paragraph and review what makes up a good introduction paragraph, i.e. an opening sentence that engages the audience, stating the problem, a thesis statement and an overview of the essay. 2. Learners complete the questions. <p>CORE Feedback Peer correction, teacher elicited answers</p> <p>Answers</p> <p>1 the last sentence; 2 the last sentence; 3 the second sentence; 4 no; 5 the first sentence</p>
<p>Workbook page 52</p>	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. This activity is a scaffolding exercise to the writing task that follows. 2. Learners complete the task by categorising the statements under the headings. 3. Pairs compare answers. <p>DESIRABLE Feedback Put the two columns on the board and have learners come and write a phrase into the appropriate column.</p> <p>Answers</p> <p>Architecture is art – architecture can be beautiful; architecture needs imagination and creativity; both art and architecture consider colour, shape and texture; people like to visit great architecture;</p> <p>Architecture is not art – beauty is not art; some buildings are ugly; architecture is functional; architecture should provide shelter</p> <p>Either/or – architects turn imaginative ideas into real life</p>

Coursebook page 71	Writing: Activity 3		
	1. Learners read the opening paragraph, draw their attention to the slight change in the the text and how that is going to effect what they should be writing about. 2. Learners brainstorm what they want to say in their essay and use the table to organise their ideas. Remind learners to use the ideas from the Activity 5 in their Workbooks. 3. Learners write the two body paragraphs in their notebooks.		
	CORE Feedback Learners read each other’s texts and compare their ideas and arguments. Take texts away and provide constructive individual feedback/learning goals for the future.		
	Answers Learners’ own answers		
	Differentiation activities (support):		
	1. Learners work in groups to construct the paragraphs. 2. Provide target vocabulary for them to use; together with useful chunks/phrases.		
	Differentiation activities (Stretch):		
	1. Learners must use at least five of the vocabulary from the unit in each paragraph. 2. Fast finishers write the conclusion.		
Resources	Plenary		
	1. Play a vocabulary game, for example, back to the board, (see page 7 for instructions) to review the new words for this unit.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Group discussions	Comparing to classmates writing	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G12.3.1.1.5) Read, understand, and evaluate different forms of argumentative text (for example, discussions and debates).			

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 12	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To develop learners' skills in skimming for general meaning. Vocabulary: To introduce learners to a range of reporting verbs. Speaking: To get learners to develop their fluency through talking about a familiar topic.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use different verbs to report what someone said • read a short passage quickly and then work with a partner to reconstruct and re-tell it • describe their favourite story/book.
Link to prior learning: <ul style="list-style-type: none"> • Learners are working on Arab culture and this unit uses a traditional Arabic folk tale as the basis for some language work 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>merchant, steward, stall, financial affair, strut</i> Key expressions/structure: Reporting verbs: <i>inform, complain, advise, tell, wonder, thank, suggest, apologise, demand, encourage, want to know</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners should be familiar with the concept of indirect speech, but may overuse reporting verbs such as <i>say, tell, ask</i>. The idea here is to encourage them to recognise and use a variety of verbs. Some learners may have problems with the different verb patterns. There are tasks which practise the patterns but this is dealt with in more detail in the following unit. The main focus here is to recognise the functionality of the reporting verbs and to examine forms of direct and indirect speech. 		
Resources/equipment needed: Coursebook page 72–73 Workbook page 53 Board		

UNIT 4 LESSON 5 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6–9).

Resources	Starter
Coursebook page 72	<ol style="list-style-type: none"> 1. Tell learners that you have a favourite story from your childhood. Encourage them to ask you questions to elicit any information they can about the story – location, time, characters, plot, ending, etc. 2. In small groups, learners look at the picture and discuss the starter questions: <i>What popular stories do you know? Did your parents tell you any stories when you were younger? Can you remember any? Do you think stories are important? Why/Why not? How has the art of storytelling changed over time?</i> 3. If there is enough time, ask for volunteers to share their thoughts.
Resources	Main Activity
Coursebook page 72	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. On board write <i>1001 Arabian Nights</i>. 2. Elicit from learners what they know and if they know any stories from <i>1001 Arabian Nights</i>. <p>CORE</p> <p>Feedback</p> <p>Select a learner to be ‘teacher’. This learner then leads the feedback and elicits ideas from learners and writes on board.</p>
Coursebook page 72	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Explain instructions to learners. Tell them that you are going to give them a time limit to read the first part of the story. Explain that reading quickly to get a general idea of meaning is a useful skill to have both for assessment and real-world purposes. 2. Allow learners one minute (or less) to read the story, then make sure they close their books as they try to reconstruct the story with their partner. Monitor and provide prompts when necessary. <p>CORE</p> <p>Feedback</p> <p>Whole class works together to try to reconstruct story. Try to take a back seat as much as possible.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Allow learners to keep referring to their book but encourage them to use their own words. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners devise questions which can be used to ‘jog’ the memories of other learners when reconstructing story.

<p>Coursebook page 72</p>	<p>Language in Focus: Activity 3</p> <ol style="list-style-type: none"> 1. Read out the sentences but vary your tone, intonation, etc. so it represents how it is being said. For example, sound angry when complaining, sound decisive when telling, etc. 2. Learners locate where in the story they could be placed. <p>CORE</p> <p>Feedback Elicit answers from class and write the whole sentence on board.</p> <p>Answers</p> <p>1 He informed the merchant that the bull was refusing to move; 2 The donkey laughed and advised the bull not to be so willing to work; 3 He told his steward to let the bull rest and make the donkey do the work; 4 The bull complained that he had to work too hard, was whipped and had to carry heavy loads; 5 He ... wondered what they should do.</p>
<p>Coursebook page 73</p>	<p>Use of English</p> <ol style="list-style-type: none"> 1. Go through <i>Use of English</i> box with learners and also refer to the sentences you had written on the board. 2. Elicit from learners why we use such words and not only <i>say</i>, etc. (it makes the story more interesting, it allows for reader to imagine intonation, tone of voice, etc.) 3. Elicit from learners what happens to the tense in reported speech. Encourage them to look at direct speech in speech bubbles and compare with sentences on board (generally there is a tense shift backwards). <p>CORE</p>
<p>Workbook page 53</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Do the first one together with class. 2. Learners complete activity. <p>DESIRABLE</p> <p>Feedback Pairs compare and peer correct then invite a pair to share answers with the class.</p> <p>Answers</p> <p>1 b; 2 c; 3 a; 4 d; 5 e</p>
<p>Workbook page 53</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Go through the example with learners. 2. In pairs, learners complete the activity. <p>DESIRABLE</p> <p>Feedback Elicit answers from learners and write on board. Encourage class to work together to peer correct if necessary.</p> <p>Possible Answers</p> <p>2 He complained that we are always turning up late; 3 He advised me to take an earlier flight; 4 She told me not to do it again; 5 We wondered what time we started.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners work in small groups to provide each other with support. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners think of other examples in which <i>advise, complain, inform, wonder, tell</i> could be used.

Resources	Plenary		
	1. Learners think back to the stories they talked about at the beginning of the lesson. Encourage them to re-tell these stories and use some reporting verbs to make them sound more interesting.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G12.3.4.1.3) Analyse the meaning of words and phrases as they are used in a non-fiction text or in works of literature; evaluate the effusiveness of specific word choices on meaning and tone.			

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 12	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To provide learners with practise in skimming for general meaning and then analysing a work of fiction for its meaning. Vocabulary: To introduce learners to a range of reporting verbs. Speaking: To get learners to complete a fictional story with a credible ending.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use different verbs to report what someone says • read a short passage quickly and then work with a partner to reconstruct and re-tell it. • describe their favourite story/book and analyse its meaning.
Link to prior learning: <ul style="list-style-type: none"> • Learners are working on Arab culture and this unit uses a traditional Arabic folk tale as the basis for some language work 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation: Master learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills with diverse group of students. 		
Key vocabulary: A variety of reporting verbs: <i>inform, complain, advise, tell, wonder, thank, suggest, demand, want to know</i> Key expressions/structure: Reported speech		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners should be familiar with the concept of reported speech, but may overuse verbs such as <i>say, tell, ask</i>. The idea here is to encourage them to recognise and use a variety of verbs to report speech. Some learners may have problems with the different verb patterns. There are tasks which practise the patterns but this is dealt with in more detail in the following unit. The main focus here is to recognise the functionality of the reporting verbs and to look at the different ways in which ideas can be expressed. 		
Resources/equipment needed: Coursebook page 73 Workbook pages 53–54 Board		

UNIT 4 LESSON 6 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6–9).

Resources	Starter
	<ol style="list-style-type: none"> Put the following on the board: <i>police officer, parent, teacher, tour guide, computer technician, pilot, shop assistant.</i> Brainstorm what kind of things these people say, for example, <i>Do your homework; You need to buy a new part for your laptop; We will land in four hours, etc.</i> Ask learners to report what these people say. Encourage the use of a variety of reporting verbs.
Resources	Main Activity
Coursebook page 73	<p>Language Focus: Activity 4</p> <ol style="list-style-type: none"> Elicit from learners what happened in the first part of the story on page 72 of the Coursebook. Remind learners of the importance of being able to skim quickly for general meaning. Learners read Part 2 quickly and then discuss the gist of what they read with their partner. Ask the learners to look at the text again and locate the words in bold. Tell them their task is to transform the indirect speech into direct speech. Learners complete the task. <p>CORE</p> <p>Feedback</p> <p>Draw five speech bubbles on board. Ask for volunteers to write the answers in each bubble. Let the learners peer and self-correct. Accept any reasonable alternatives.</p> <p>Possible Answers</p> <p>1 I heard the merchant telling his servants that if you refuse to work then they should take you to the butchers; 2 You should want to work; 3 Why are you smiling and laughing so much?; 4 What have the bull and donkey been saying?</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Encourage peer teaching and allow learners to work in pairs/small groups. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Encourage learners to think of as many alternative ways of expressing the same function.
Workbook pages 53–54	<p>Workbook: Activities 3 and 4</p> <ol style="list-style-type: none"> These activities give the learners further practise in reporting speech and reinforce the point that the same thing can be expressed in different ways. Allow learners to work together in pairs or small groups to complete the tasks. <p>DESIRABLE</p> <p>Feedback</p> <p>Whole class feedback.</p> <p>Answers</p> <p>Activity 3: 2 apologised; 3 thanked 4. wanted to know; 5 suggested; 6. demanded Activity 4: 2 “Thanks everyone for coming to my party”; 3 “What time is the plane landing?”; 4 “Let’s meet at the cinema 15 minutes before the film starts”; 5 “I want to know why you got into trouble at school!”</p>

Coursebook page 73	Speaking: Activity 5 1. Explain to the learners that the merchant had thought of a way in which he could tell his wife and not die. 2. Put learners into pairs to discuss what they think happened. CORE Feedback Each group elects a spokesperson and that person reports back to the rest of the class. Write all ideas on board.		
	Differentiation activities (Support): 1. Monitor carefully and provide input when necessary		
	Differentiation activities (Stretch): 1. Spokesperson reports back to the class using a variety of reporting verbs, for example. <i>Ali believed that ... ; Zainab suggested ... ;</i>		
Workbook page 54	Workbook: Activity 5 1. Ask learners to write a short paragraph to complete the story. They can use the ideas they discussed during the previous speaking activity. EXTENSION Feedback Pairs compare and peer correct. Collect Workbooks and provide individual constructive feedback. Answers Learners' own answers		
Coursebook page 73	Speaking: Activity 6 1. Read the final part of the story to the learners: <i>'It's quite simple really my dear,' he explained. 'The bull spoke like this:'</i> <i>'LOWWWWWWW!'</i> <i>And the donkey replied like this: 'EEEE-AWWWW!'</i> 2. Lead a class discussion. Encourage learners to justify their opinions. Explain that how a story is understood depends very much on the individual reading it and that it is OK for one person's understanding to differ from another's. CORE		
Resources	Plenary 1. Learners can return to their favourite books they talked about in the previous lesson. Are there any moral messages to these stories? Do they know of any other famous stories which have a certain message?		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G12.3.4.1.3) Analyse the meaning of words and phrases as they are used in a non-fiction text or in works of literature; evaluate the effusiveness of specific word choices on meaning and tone.			

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 12	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To build on learners' ability to understand and use context relevant words and phrases. Writing: To get learners to write a collaborative piece on a familiar subject.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • describe a familiar building • present ideas and develop vocabulary • write a collaborative piece on a familiar building.
Link to prior learning: <ul style="list-style-type: none"> • Architecture as art 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>iconic, combined, debate, focus, practical, primary, shelter, striking, truly, proportion, architecture, functional, abstract</i> Key expressions/structure: word class, for example <i>function, functional, functionality</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners do not feel confident in expressing themselves in English. Include pair and group work to build confidence. • Learners do not feel confident about writing at length. Provide well-scaffolded writing activities. 		
Resources/equipment needed: Coursebook page 74 Workbook page 55 Tennis balls – enough for one per pair (optional) Board markers Paper/Card and coloured pencils Online access via computer, iPads, etc.		

UNIT 4 LESSON 7 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6–9).

Resources	Starter
Coursebook page 74	<ol style="list-style-type: none"> Write the key vocabulary from the box above (except iconic) on the board. Give learners two minutes to revise the vocabulary using personal notes and dictionaries. Play 'word tennis' to practise the vocabulary. Divide the class into pairs. Learner A throws the tennis ball to a classmate. They 'serve' by saying a sentence with the word 'combined'. Learner B catches the tennis ball. They 'return' using the word 'combined', but in another sentence. Start again with a new word. It's Learner B's turn to 'serve'. Refer learners to the Coursebook. Ask learners about the picture on page 74 of the Coursebook, eliciting as much information as possible.
Resources	Main Activity
Coursebook page 74	<p>Speaking: Activity 1</p> <ol style="list-style-type: none"> In groups of four, learners should take one bullet point prompt each, writing their notes individually in their books. Learners should then share their answers with other members of the group and write down interesting information from each learner. One learner should act as the spokesperson for each group. <p>CORE</p> <p>Feedback</p> <p>Divide the whiteboard into four columns – each column corresponds to one of the bullet point prompts (or project prepared grid onto board). Ask the spokesperson for each group to write something in each column. Each spokesperson has a different coloured marker. Talk through the finding with the class, encouraging them to make more notes.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Place support learners in groups of four and support them to make notes. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Place stretch learners in groups of four, encouraging them to make detailed notes.
Workbook page 55	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> Refer learners to the word 'iconic' and refer them to the <i>Vocabulary</i> box to ensure everyone is familiar with its meaning. Ask them to list iconic buildings in the UAE. Ask learners to list iconic buildings or their favourite buildings in their own town or emirate. Write these on the board OR refer back to sticky notes from Lesson 3 and elicit iconic buildings from these. Ask learners to raise their hands when you call out their favourite building and write their names next to the building. These will form the working groups (no more than four people in each group) OR you can refer back to the groups made with the sticky notes in Lesson 4. In working groups, learners make notes on the prompts given. Join two groups together, preferably with different buildings. They should tell each other about the building.

	<p>CORE Feedback All learners must speak within the group situation. Monitor the speaking as it happens.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support): 1. Pair support learners must say at least one sentence within the group.</p> <p>Differentiation activities (Stretch): 1. High achieving learners can lead and support others within the group.</p>
<p>Workbook page 55</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> Learners first complete the questions individually. Organise learners into pairs. Mix support and stretch learners with mainstream learners. In pairs, learners compare and discuss their answers. <p>DESIRABLE Feedback Elicit whole class feedback.</p> <p>Answers</p> <p>Learners' own answers</p>
<p>Coursebook page 74</p>	<p>Speaking: Activity 2</p> <ol style="list-style-type: none"> In pairs, learners complete the visitor information card. This can be done on paper or computer. N.B. It can also be combined with Activity 3 on page 55 of the Workbook. <p>DESIRABLE Feedback Each pair should swap their card with another pair and give critical feedback.</p> <p>Answers</p> <p>Learners' own answers</p>
<p>Workbook page 55</p>	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> Ask learners to draw a picture of an iconic building that they know from outside the UAE, for example, the Sydney Opera House. After learners are finished put them in pairs. Ask them to use the bulleted questions in their answers. <p>DESIRABLE Feedback Elicit feedback from learners about their partner's building.</p> <p>Answers</p> <p>Learners' own answers.</p>

Resources	Plenary		
	<ol style="list-style-type: none"> 1. Place learners in a circle. 2. Throw the ball to a learner who states one thing that they learned in the lesson. 3. The learner throws the ball to another learner. 4. The plenary is complete when everyone has stated something they have learned in the lesson. 		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G12.2.1.1.3) Initiate and participate effectively in a range of collaborative discussions with diverse partners.</p> <p>(G12.4.2.1.1) Build on and continue applying language structures learned previously.</p>			

LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 12	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To have learners engage in collaborative discussions. Writing: To write an informal email using reported speech.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • express opinions • present ideas and develop vocabulary • use reported speech effectively • speak about their creative process.
Link to prior learning: <ul style="list-style-type: none"> • Arab folk tales 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>inform, complain, advise, tell, wonder, demand, told, want to know, thank, suggest</i> Key expressions/structure: reported speech		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners do not feel confident in expressing themselves in English. Include pair and group work to build confidence. • Learners should be familiar with the concept of reported speech, but may overuse verbs such as say or ask. They should be encouraged to recognise and use a variety of verbs to report speech. 		
Resources/equipment needed: Coursebook page 75 Workbook page 56 Plain A3 paper Nine square bingo grid (optional – learners could draw this in their notebooks) Coloured pencils Sticky notes		

UNIT 4 LESSON 8 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6–9).

Resources	Starter								
	<p>1. Copy the graphic organiser onto the board and have learners copy it into their notebooks.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Setting (time and place)</td> <td style="width: 50%;"></td> </tr> <tr> <td>Characters</td> <td></td> </tr> <tr> <td>Plot (what happened)</td> <td></td> </tr> <tr> <td>Conclusion</td> <td></td> </tr> </table> <p>3. Tell the learners a folk tale from your own country/culture, focussing on reported speech and a variety of verbs.</p> <p>4. Learners complete the graphic organiser with details from the story as you speak.</p>	Setting (time and place)		Characters		Plot (what happened)		Conclusion	
Setting (time and place)									
Characters									
Plot (what happened)									
Conclusion									
Resources	Main Activity								
<p>Coursebook page 75</p>	<p>Language Focus: Activity 3</p> <ol style="list-style-type: none"> Write the ten key vocabulary words on the board (randomly, rather than in list form). Each learner draws a nine-square bingo card in their notebooks. They choose nine words to write in it. Alternatively, hand out a photocopied nine-square Bingo to each learner and have them write in nine words. Read out a definition of each word, in any order. Say, for example <i>Inform</i> – to tell someone information. <i>Complain</i> – to say why you didn't like something. <i>Advise</i> – to give someone help for a problem. <i>Tell</i> – to say information to someone. <i>Wonder</i> – to think about something because it interests you, you want to know more. <i>Told</i> – to say information to someone (past participle). Now see page 53 of the Workbook for definitions of the rest of the words. Learners cross off the words on their grid if and when they match the definitions. When a learner calls a line (horizontal, vertical or diagonal), they read the words and give the definition. Depending on time, you may carry on to a 'full house'. Individually, learners should then complete Activity 3 on page 75. <p>CORE</p> <p>Feedback</p> <p>In pairs, learners compare and check their answers. Pairs then form groups of four to re-check. Project answers on the board for self-assessment.</p> <table border="1" style="width: 100%; background-color: #d3d3d3;"> <tr> <td style="text-align: center;">Answers</td> </tr> </table> <p>1 wonder; 2 complain; 3 suggest; 4 inform; 5 want to know; 6 tell; 7 demand; 8 thank; 9 told; 10 advise</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Provide numbered definitions for the gap fill. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Ask learners to provide meaningful sentences using the verbs from the bingo game, when giving their answers. 	Answers							
Answers									

Workbook page 56	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Refer learners to the question and explain the requirements. 2. Revise reported/indirect speech briefly using the sentence provided. 3. Review the tips and give more information, if necessary. 4. Learners complete Activity 4 in groups, with each learner writing in their own book. <p>CORE Feedback One volunteer from each group reads out their email.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide sentence stems using the key vocabulary. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Appoint a strong learner to lead the group writing activity. 		
Coursebook pages 72, 73, 75	<p>Reading: Activity 4</p> <ol style="list-style-type: none"> 1. Organise learners into groups. 2. Each group reads the story on pages 72 and 73 as a “round robin” with each learner taking a section in turn. 3. Groups then split into pairs. Each pair completes a story board. Give each group a sheet of A3 paper and some colouring pencils. <p>CORE Feedback Pairs re-form into groups and explain their storyboard to the other pair.</p> <p>Answers</p> <p>Learners' own answers</p>		
Resources Sticky notes	<p>Plenary</p> <ol style="list-style-type: none"> 1. Place all storyboards on the classroom walls. 2. Give each learner a sticky note to write their names on. 3. Learners do a gallery walk and place their sticky note next to the storyboard they like best. 4. Ask the creators of the three most voted for storyboards to explain the process behind their work. 		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>(G12.2.1.1.3) Initiate and participate effectively in a range of collaborative discussions with diverse partners.</p> <p>(G12.4.2.1.1) Build on and continue applying language structures learned previously.</p>			

LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 12	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To get learners to recognise key features of the genre of storytelling and to understand hidden meaning and moral messages. Speaking: To help learners develop fluency and accuracy through narrating a story.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use key features of storytelling such as appropriate lexical choice, stress and tone, transitional phrases in order to narrate a story • to develop and build a story from their own notes.
Link to prior learning: <ul style="list-style-type: none"> • Lexis related to literature • Natural features of spoken language 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>huge, awful, deafening, brilliant, furious, terrible, stunning, fantastic, beautiful, tiny, immense, superb, mad, poor</i> Key expressions/structure: Transitional phrases; adjectives and intensifiers		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners tend to rely on 'safe' words – <i>good, bad, nice</i>, etc. They will need encouragement in using a variety of words to express the same idea. Expose them to as many as possible and use pronunciation to clarify meaning. 		
Resources/equipment needed: Coursebook pages 76–77 Workbook page 57 Board Audio Track 24 Pictures similar to those in the Coursebook		

UNIT 4 LESSON 9 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6–9).

Resources	Starter
Coursebook page 76	<ol style="list-style-type: none"> 1. Start by recapping the stories the learners have discussed over the past few lessons. 2. Go through the questions with the learners and put some of their ideas on the board possibly to be used later. Highlight any key lexis.
Resources	Main Activity
Coursebook page 76	<p>Listening: Activity 1</p> <ol style="list-style-type: none"> 1. Tell learners they are going to listen to a traditional story. Explain the importance of using <i>visual clues</i> to predict what they are going to listen to or read. 2. In pairs, learners look at pictures and key vocabulary and try to predict what the story is about. 3. Feed in key vocabulary during feedback stage. <p>CORE Feedback Ask for volunteers to give some ideas. Accept all ideas at this stage. You may want to write some on the board.</p>
Coursebook page 76 Audio Track 24	<p>Listening: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to sit back, close their eyes and listen to the recording. Play through once only. 2. In pairs learners discuss whether their predictions were correct before playing the recording again. <p>CORE Feedback Whole class. Who had the closest prediction?</p>
Coursebook page 76	<p>Listening: Activity 3</p> <ol style="list-style-type: none"> 1. Read the rubric with the class. 2. Play the recording once again. 3. Allow learners to discuss the question in pairs/small groups <p>CORE Feedback Elicit answer from as many groups as possible. Don't confirm until all groups have given feedback. Encourage discussion as much as possible and allow learners to give real examples.</p> <p>Answers</p> <p>The original moral from Aesop was 'he who has many friends, has no friends'. Accept anything along these lines including 'you never know who your real friends are', 'don't trust everyone' etc.</p>
Workbook page 57	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Write <i>good</i> and <i>bad</i> on the board. Elicit from learners other words (synonyms) that provide the same or a similar meaning. 2. Learners complete task. Tell learners that more than one word can express the same meaning. 3. After feedback phase go through <i>Speaking tip</i> box. <p>CORE Feedback Put the seven words on the board in columns and invite learners to the board to write the words in the box in the correct column.</p>

	<p>Answers</p> <p>1 brilliant, fantastic; 2 awful, terrible, poor; 3 deafening; 4 stunning, beautiful; 5 furious, mad; 6 huge, immense; 7 tiny</p> <p>Differentiation activities (Support):</p> <p>1. If you think learners may struggle with this, then prepare some visual aids beforehand to illustrate the differences in meaning. Use clines (scales) to clarify the different strengths in meaning (for example, bad vs poor vs awful)</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners think of as many further examples as they can.</p>
Coursebook page 76	<p>Language Focus: Activity 4</p> <p>1. Go through <i>Language tip</i> box. Give some examples and use stress to emphasise the modifiers.</p> <p>2. Learners complete activity.</p> <p>3. Elicit from learners which intensifiers can be used to modify all adjectives. Make it clear to learners that if they are in doubt then they can use really or extremely to modify all adjectives.</p> <p>CORE</p> <p>Feedback</p> <p>Learners compare with their partners before giving answers. Learners read out whole sentence. Drill pronunciation focussing on stress.</p> <p>Possible Answers</p> <p>1 really; 2 extremely; 3 absolutely; 4 absolutely; 5 very really, extremely</p>
Coursebook page 77	<p>Speaking: Activity 5</p> <p>1. Organise learners into groups.</p> <p>2. Groups practise retelling the story of <i>The Hare with Many Friends</i>. Encourage learners to use intensifiers. Monitor and prompt when needed. Make notes of any common errors.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Learners present their versions to the class. Write common errors on board and encourage peer and self-correction. Praise good use of language.</p> <p>Differentiation activities (Support):</p> <p>1. Learners use pictures to help them re-tell story.</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners act out the story while someone narrates.</p>
Resources	<p>Plenary</p> <p>1. Learners discuss the messages of any stories they know and whether these messages can be applied in contemporary times.</p>

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G12.2.1.1.1) Build upon and continue using a variety of language functions and expressions.			

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 12	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To get learners to recognise key features of the genre of story telling and to understand hidden meaning and moral messages. Speaking: To help learners develop fluency and accuracy through narrating a story.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use key features of storytelling such as appropriate lexical choice, stress and tone and transitional phrases in order to narrate a story • to develop and build a story from their own notes.
Link to prior learning: <ul style="list-style-type: none"> • Lexis related to literature • Natural features of spoken language 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>huge, awful, deafening, brilliant, furious, terrible, stunning, fantastic, beautiful, tiny, immense, superb, mad, poor</i> Key expressions/structure: transitional phrases; adjectives and intensifiers		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners tend to rely on 'safe' words – <i>good, bad, nice</i> etc. They will need encouragement in using a variety of words to express the same idea. Expose them to as many as possible and use pronunciation to clarify meaning. 		
Resources/equipment needed: Coursebook page 77 Workbook pages 57–58 Audio Track 24 Board Poster paper Coloured pens		

UNIT 4 LESSON 10 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6–9).

Resources	Starter
	<p>As whole class, learners construct a sentence. Each learner gives one word at a time but the aim is to keep the sentence going for as long as possible. Select learners at random to ensure that learners keep focused.</p>
<p>Workbook page 57 Audio Track 24</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> Learners complete this task individually. Play the audio track for learners to check. <p>CORE Feedback Write or project the extract on board. Invite volunteers come to the board to point to or underline the words they think are stressed. Learners practise reading the extract to their partner. Partner can give quick feedback using traffic light system. Red – needs improvement. Amber – OK, Green – very good.</p> <p>Answers</p> <p>Learners may choose: hare, goat, injure, back, again, suggested, bull, He, sure, fight, wolves, horns, ram, ram, really love, wolves, kill, eat, sheep</p>
<p>Workbook pages 57 and 58</p>	<p>Workbook: Activities 3 and 4</p> <ol style="list-style-type: none"> Ask learners to quickly read the paragraphs and elicit what the story is about. Go through the expressions in the box with the learners. Elicit why we use such phrases. Learners complete activities. <p>CORE Feedback Whole class feedback.</p> <p>Answers</p> <p>Activity 3: 1 The following day; 2 One day; 3 Next day; 4 In the end; 5 a week later; 6 Many years ago; 7 first; 8 Next; 9 After that Activity 4: 1 F; 2 B; 3 C; 4 A; 5 E; 6 G; 7 D</p>

Coursebook page 77	Speaking: Activity 6 1. Organise learners into groups and give them a sheet of poster paper and some coloured pens. 2. Go through instructions with learners and ensure everyone understands. 3. Tell them that in order to prepare the story they need to make some notes using the graphic organiser to help them. This can be done on the poster paper. It is important that they make notes and not write the story out in full. 4. Go round and monitor. Prompt when necessary, but generally take a back seat. 5. Once they have made notes then they need to practise telling it. Refer learners to the <i>Language tip</i> box and go through it with the class. 6. Now have each member of the narrate the story. CORE Feedback Deal with errors after the story has been narrated. Encourage the learners to peer correct.		
Coursebook page 77	Speaking: Activity 7 1. Go through bullet points with learners. Monitor and help with pronunciation. 2. When learners are ready, the groups tell their stories. As they tell the story display the graphic organiser. Have one group tell their story to another group and then change over.		
	Differentiation activities (Support): 1. Ensure there are mixed abilities in the groups. The stronger or more confident learners can narrate while the others can add to the story, for example sound effects.		
	Differentiation activities (Stretch): 1. Learners can act out the story with each member playing a different part. There must be one narrator.		
Resources	Plenary 1. Display all the graphic organisers. Learners re-tell the groups' story that they listened to. The listening group can rank them on how well they do.		
Resources	Main Activity		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G12.2.1.1.1) Build upon and continue using a variety of language functions and expressions.			

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 12	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To enable learners to understand and identify key elements of a narrative. Speaking: To have learners to discuss key elements of two famous narratives.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • demonstrate ability to use the key features of a narrative essay • demonstrate understanding of target vocabulary by inserting them into given sentences • complete a narrative story with the sentences provided.
Link to prior learning: <ul style="list-style-type: none"> • Organising writing and exploring creative writing genre 21st Century Skills: <ul style="list-style-type: none"> • Communication and Collaboration: Collaborate with others to create, plan, and execute team projects by exhibiting flexibility and a willingness to make compromises to accomplish a common goal 		
Key vocabulary: <i>damp, gather, recalled, stared, dumped, scared, blankly, mist, ground, grabbed</i> Key expressions/structure: time expressions/narrative tenses		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners are unfamiliar with exploring and analysing different genres of writing. • Ensure there are adequate scaffolding exercises and exemplars for learners to use as a guide. 		
Resources/equipment needed: Coursebook pages 78–79 Workbook pages 59–60 Board		

UNIT 4 LESSON 11 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6–9).

Resources	Starter
Coursebook page 78	<ol style="list-style-type: none"> 1. Ask: <i>Do you enjoy a good story? Have a show of hands.</i> 2. Learners discuss the starter questions in pairs or small groups. Ask: <i>What is your favourite story? What type of narrative is it? Is it fiction or non-fiction? Where is it set? Who are the main characters? Is there a protagonist (hero)? Is there an antagonist (villain)?</i> 3. Refer learners to the <i>Reading strategy</i>. Invite a learner to read it aloud.
Resources	Main Activity
Coursebook page 78	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Have learners read the story. 2. Go around the class and let learners ask you the meaning of any words they do not know. Make a note of them and teach them to the class. <p>CORE Feedback Teach any unknown words to the class.</p>
Coursebook page 79	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Explain the activity and ask task checking questions to ensure everyone is clear what they must do, for example ask: <i>What do you do first? What do you do with the sentence a?</i> 2. Learners read the questions. 3. Learners complete the activity. <p>CORE Feedback Peer check and whole class feedback.</p> <p>Answers</p> <p>1 c; 2 b; 3 d; 4 a</p>
Coursebook page 79	<p>Speaking: Activity 3</p> <ol style="list-style-type: none"> 1. In groups, learners discuss what should happen next in the story and use the image provided to inform their ending. 2. Once group members have agreed the ending, one learner should write the ending with input from the rest of the group. 3. Invite groups to read aloud their story endings. <p>CORE Feedback Group leaders lead a review of their ending, checking for spelling, use of language, cohesion and coherence.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners work with a stronger learner to encourage peer teaching, and teacher monitors and guides. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners should introduce an antagonist (villain) to their story.

Workbook page 59	Workbook: Activity 1 1. Learners complete the vocabulary activity individually or in pairs. 2. Tell learners that the first one has been done as an example 1. DESIRABLE Feedback Peer comparison and correction, then whole class feedback. Answers 1b; 2a; 3b; 4b; 5a; 6b; 7a		
Workbook page 59	Workbook: Activity 2 1. Learners complete activity individually. DESIRABLE Feedback Peer check and teacher elicits answers. Answers 1 by the time, when, after, while; 2 while, as; 3 until; 4 just then; 5 before		
Workbook page 60	Workbook: Activity 3 1. Learners complete activity individually. DESIRABLE Feedback Peer check and teacher elicits answers. Answers 1 As soon as; 2 before; 3 by the time; 4 until; 5 while; 6 just then; 7 as		
Resources	Plenary 1. Each group shares their ending to the story. 2. The whole class votes on which is the best ending.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Group discussions	Comparing to classmates writing	Written work and feedback	Verbal feedback
Standards/SLOs: (G12.4.1.1.4) Write narrative compositions in a variety of forms; engage the reader by setting out the situation; use narrative techniques to develop experiences and events.			

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 12	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To enable learners understand and identify key elements of a narrative. Writing: To develop learners' ability to write a narrative story.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • understand how to use the main features of a narrative essay • construct a narrative story around a set of images.
Link to prior learning: <ul style="list-style-type: none"> • Organising writing and exploring creative writing genre 21st Century Skills: <ul style="list-style-type: none"> • Communication and Collaboration: Collaborate with others to create, plan and execute team projects by exhibiting flexibility and a willingness to make compromises to accomplish a common goal 		
Key vocabulary: <i>damp, gather, recalled, stared, dumped, scared, blankly, mist, ground, grabbed</i> Key expressions/structure: time sequencing/linking words		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may need support in exploring different genres of writing. • Ensure there are adequate scaffolding exercises and exemplars for learners to use as a guide. 		
Resources/equipment needed: Coursebook page 79 Workbook page 60 Board PCM 7 (one per pair)		

UNIT 4 LESSON 12 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6–9).

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners which is their favourite type of story – fiction or non-fiction? 2. Would they prefer to see a film or read a book? 3. Take a class vote to find out which is the most popular. 4. Play a game to practise the new vocabulary, e.g. 'Backs to the board' (see page 7).
Resources	Main Activity
Workbook page 60	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the use of narrative tenses in the reading passage on page 78 of the Coursebook and the predominant use of past simple. 2. Learners complete the table giving at least three examples of each. 3. Elicit why the tenses change and link to meaning, for example past perfect for actions that happen at an earlier time in the past, past simple for something that has been completed and present simple for something that is repeated or usual. <p>DESIRABLE</p> <p>Feedback Peer and group check. Tell learners to make sure everyone in the group has enough answers. Elicit from different learners the form of the past perfect.</p> <p>Answers</p> <p>Past simple – led, we had, we packed, we began, etc. Present simple – to check, check the bag, it is not here, stick to the path, etc. Past perfect – we had reached, had begun, had grown, had begun, had come, had read.</p>
Workbook Page 60	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1. Draw learner's attention to the <i>Writing tip</i> box in the Coursebook. 2. Learners refer to the reading on page 78 of the Coursebook. 3. Learners read the list in the table and tick or put a cross by the features of a narrative essay used in the text. <p>CORE</p> <p>Feedback Peer correction and whole class feedback.</p> <p>Answers</p> <p>1 ✓; 2 ✓; 3 ✓; 4 X; 5 X; 6 ✓; 7 X; 8 ✓</p>
Coursebook page 79 PCM 7	<p>Writing: Activity 4</p> <ol style="list-style-type: none"> 1. Hand out PCM 7 one set of pictures to each pair of learners. 2. Write on board the key features of a narrative story, for example it tells a story, its purpose is to entertain, is usually in the past tense and usually written in the first person. Remind learners to choose a setting, and the main characters, etc. 3. Learners select eight pictures – they can circle them – and plan the outline of their story – using the pictures as a guide. 4. Learners write the story. (Could finish as homework if time is limited.)

	CORE Feedback Monitor and guide learners. Collect writing and give individualised feedback.		
	Answers Learners' own answers		
	Differentiation activities (Support): 1. Learners select a smaller number of images to use as a guide to their writing. 2. Learners could use the opening paragraph of the reading text as a starter.		
Differentiation activities (Stretch): 1. Learners select their images. 2. Teacher removes one image and replaces with another that challenges them to be more creative with their ideas.			
Resources	Plenary 1. Learners can exchange their writing with a partner and read each other's.		
	EXTENSION Teacher can select the best story to publish within the school OR create a booklet of the stories, for the grade or school.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Group discussions	Comparing to classmates writing	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G12.4.1.1.4) Write narrative compositions in a variety of forms; engage the reader by setting out the situation; use narrative techniques to develop experiences and events.			

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 12	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Listening: To develop the learners' ability to listen to an audio file from a spoken conversation and take notes; listen for key information.</p> <p>Reading: To extend learners' ability to read for comprehension of unfamiliar language and notice structural features.</p> <p>Writing: To get learners to take effective notes based on a listening.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • recognise and understand the form and distinguishing features of a play script • listen and understand instructions based on stage direction • recognise and understand the correct meanings, form and use of phrasal verbs in context • plan and write instructional notes to support a written narrative (play script).
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Arts and theatre: associated vocabulary and lexis, skills <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Not applicable 		
<p>Key vocabulary: <i>act, actors, audience, comedy, curtain, depict, director, performance, play, playwright, protagonists, rehearsal, retreat, scene, script, shuffle, stage, theatre</i></p> <p>Key expressions/structure: Phrasal verbs: <i>sit down; work on; head for; run away from; dash off; catch up with</i></p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Learners may be confused with some of the language and devices in scripts so allow them time to discover differences and acknowledge why they exist (the intention of being performed). • Learners may confuse <u>spoken directions</u> with <u>stage directions written on a script</u>. Make the distinction clear and model to support understanding. • Some learners may struggle to understand how phrasal verbs carry their own meaning and not the meaning of the separate parts. Use context to help learners arrive at the meaning the target phrasal verbs convey. 		
<p>Resources/equipment needed:</p> <p>Coursebook pages 80–81</p> <p>Workbook pages 61– 62</p> <p>Whiteboard</p> <p>Audio Track 25</p> <p>Realia – teacher copies of different genres</p> <p>An improvised 'stage' or open area of the classroom in which to perform scenes</p> <p>Costumes, props or realia to use in the performances, or to 'act out'</p>		

UNIT 4 LESSON 13 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6–9).

Resources	Starter
Coursebook page 80	<ol style="list-style-type: none"> Learners look at the photograph and the picture and describe what is happening and what the people are doing. Ask learners if they have ‘acted’ before. Elicit, or teach, ‘a play’ and write it on the board (personalisation). Elicit vocabulary and put selected words and phrases on the board. The objective is to draw out vocabulary and define theatre-related concepts. Refer learners to the <i>Did you know?</i> box. Invite a learner to read it aloud.
Resources	Main Activity
Workbook page 61	<p>Activity 1: Reading</p> <ol style="list-style-type: none"> As a pre-reading, the teacher should elicit a ‘play’. Bring in realia relating to the three genres in the reading activity, for example a book from each genre. Write the genres on the board and have the learners say which book fits each genre. They may do this by a process of elimination. Refer learners to Activity 1. Ask learners to work individually and skim the texts quickly. Followed up with checking questions: <i>How many texts are there? Are the texts the same type? Are they full texts?</i> Elicit/teach ‘excerpt’. Learners read the texts again. They underline examples of key features in each text. In reading, learners don’t need to understand everything but look for the main features and match the categories. <p>CORE</p> <p>Feedback</p> <p>Checking answers in pairs after part 1, then use basic AFL on concepts (hands up, hands down). The teacher’s objective is to clarify and board ‘features’ that distinguish the play script so learners can recognise basic aspects of the narrative form and that plays should be performed. Elicit the need for stage direction in plays.</p> <p>Answers:</p> <p>c 1; b 2; a 3</p> <p>1 It has stage directions; turns are indicated with the character’s name/role; it contains lexical clues, for example act, scene.; 2 Narrative tenses, informal and descriptive language, short and simple sentences.; 3 Formal language and complex sentences.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Learners work in pairs for the activity. Pre-teach vocabulary and key terms and ask learners to identify the script only as per the Workbook. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Ask learners to list features in note-form and explain how and why they made such distinctions. As an extension, ask them to discuss how stage direction relates to a script. Ask learners to write down and briefly describe any plays they have seen or taken part in.

<p>Coursebook page 80 Audio Track 25</p>	<p>Listening: Activity 1:</p> <ol style="list-style-type: none"> 1. Use a prediction exercise as a pre-listening. Refer to the image for contextual reference. Read the rubric to the class. Point to the picture of the director and say, <i>This is Mr Rashid</i>. Elicit his job title and check understanding. Ask: <i>What words might you hear?</i> (stage, theatre, director, etc.) 2. Refer learners to the <i>Listening tip</i> box. Invite a learner to read it aloud. 3. Part 1 – explain that the learners should listen to get a general idea of what they are listening to. Use checking questions to elicit strategies for listening for gist. Have learners read the questions. Play the full audio and elicit some general information. Teach ‘stage directions’: <i>directions for stage managing a play</i>. 4. Part 2 – learners listen for specific information (stage directions) and note them down. Again use checking questions to make sure learners know what they need to do. 5. Tell learners they will need their notes for the next activity. <p>CORE Feedback Ask learners to peer review their notes. Tell them they should draw out the phrasal verbs and other key details. Ask learners what happens in the scene. Ask selected learners what directions they heard. Write their answers on the board. (This will set up the Language Focus activities.) If you wish, draw a stage on the board and use it to illustrate the learners’ answers. Now refer learners to the <i>Did you know?</i> box. Invite a learner to read it aloud.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. You can play the tape more times/pause after each sentence. Grade feedback. Learners can simply listen rather than note-take. 2. Write down some of the phrasal verbs and ask learners to tick them off as they hear them. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to write down the verbs they hear and try to piece together the scene from the listening. 2. Could you summarise what happens in the scene in a few lines? 3. Concept check on written and spoken stage directions. 4. Feedback and error-correct for spoken accuracy.
<p>Coursebook page 80</p>	<p>Language Focus: Activity 2</p> <ol style="list-style-type: none"> 1. Elicit some examples of verbs used for stage directions and write them down on board. Have learners come up to the board and underline examples. 2. Individually learners read the <i>Use of English</i> box and explore meaning and form (remind learners that they studied phrasal verbs in Unit 3 – elicit some examples they learned in Unit 3). Use checking questions to gauge understanding. Ensure the learners pick up on the fact that the meaning is usually idiomatic and is not based on the literal meaning of the separate components. 3. Ask learners to flick back through the book and see if they can find a phrasal verb from previous Units: ‘Hands up’ as quick AFL. <p>CORE Feedback Write phrasal verbs from the <i>Use of English</i> box on the board in their base forms. Ask for volunteers to come up and create a new sentence with a nominated verb. Encourage peer support and correction.</p>

<p>Workbook page 62</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> In pairs – learners identify and underline the phrasal verbs in the ‘stage directions’ passage. Encourage learners to work out meaning from context. Learners write definitions/draw a picture of the characters and their movements. (this will depend on time and level of understanding). <p>CORE Feedback: Ask learners to exchange work and ‘act-out’ the directions which contain the target phrasal verbs. Ask the rest of the class to correct them. Make a note of any difficulties for pre-teaching/error-correction for Lesson 14.</p> <p>Answers</p> <p>1 movement; 2 work on; head for; sit down; dash off; catch up with; run away from</p> <p>Differentiation activity (Support):</p> <ol style="list-style-type: none"> Provide some definitions for learners and allow them to use a dictionary. Concept-check heavily through monitoring and observation to check understanding and place into feedback. Use mixed pairs where stronger learners can help the less able. <p>Differentiation activity (Stretch):</p> <ol style="list-style-type: none"> Ask the learners to provide written definitions in their own words without the use of a dictionary. Critical thinking: can you think of an <i>alternative</i> direction? Stage directions will differ with the conceptual frame i.e. where a play is ‘staged’ (Dessen and Thomson, 2001). Ask learners to discuss this or use cascading questions to encourage inference.
<p>Coursebook page 81</p>	<p>Language Focus: Activity 3</p> <ol style="list-style-type: none"> Learners complete the activity individually then pairs compare answers. Circulate and identify learners who have the correct answers. <p>DESIRABLE Feedback Write the gap sentences on the board and nominate learners you identified during monitoring to come and complete the sentences.</p> <p>Answers</p> <p>a worked on/were working on; b were heading for; c didn’t run away from/were not running away from; d dash off/dashed off/were dashing off; e didn’t sit down/were not sitting down</p>
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> Bring the session together by providing the learners with a direction and asking them to ‘act it out’. Those who do gain an exit ticket and exit stage left/right!

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Group discussions	Learner presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G12.1.1.1.2) Understand the main points and details of narratives, anecdotes and short stories, plays, and films; follow the dialogue and discern speaker’s moods, relationship and intentions.</p> <p>(G12.2.1.1.1) Build upon and continue using a variety of language functions and expressions.</p> <p>(G12.2.1.1.3) Initiate and participate effectively in a range of collaborative discussions.</p> <p>(G12.1.1.4) Provide constructive feedback to speakers concerning the coherence and logic of a speech’s content and delivery.</p> <p>(G12.3.1.1.1) Read a variety of genres.</p> <p>(G12.3.1.1.2) Read with a sufficient level of proficiency to consult literary texts with comprehension.</p> <p>(G12.3.1.1.6) Extend the ability to analyse interactions between characters in a literary text.</p> <p>(G12.3.2.1.1) Determine an author’s purpose in a text in which the rhetoric is effective... how techniques contribute to the beauty of a text.</p>			

LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 12	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Listening: To help learners actively listen to group instructions and understand directions.</p> <p>Speaking: To encourage learners to discuss questions related to a specific theme; to communicate instructions and directions to others.</p> <p>Writing: To develop learners' ability to write notes for a narrative using the target language; to produce a group writing to form the basis of speaking.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • hold a structured collaborative discussion and form opinions in spoken English • listen and understand instructions based on stage directions • recognise and understand the correct meanings, form and use of phrasal verbs in written and spoken grammar • plan and write notes (directions) to support a written narrative (play script) • perform a rehearsal based on stage directions/use of the target language.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Arts and theatre: associated vocabulary and lexis, skills <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Learning and Innovation: Master learning to articulate thoughts and ideas in English using oral, written and non-verbal communications skills with diverse groups of students 		
<p>Key vocabulary: <i>act, actors, audience, comedy, curtain, depiction, director, entourage, exception, excerpt, fable, folklore, genre, performance, play, playwright, protagonists, rehearsal, retreat, scene, script, shuffle, stage, theatre-goer, theatre</i></p> <p>Key expressions/structure: phrasal verbs: <i>work on, sit down, head for, run away from, dash off, catch up with</i></p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Learners may be confused with some of the language and devices in scripts so allow them time to discover differences and acknowledge why they exist (the intention of being performed). • Ensure learners do not confuse <u>stage directions</u> with <u>written script</u>. Explain and model the differences. • Elicit the change of forms with tenses for phrasal verbs (<i>sit/sat, catch/caught, etc.</i>); again, use checking questions and provide examples for recognition. 		
<p>Resources/equipment needed:</p> <p>Coursebook page 81</p> <p>Workbook page 62</p> <p>Whiteboard</p> <p>Realia – teacher copies of different texts and possibly an appropriate video clip of a scene from a play.</p> <p>An improvised 'stage' or open area of the classroom in which to perform scenes.</p> <p>Costumes, props or realia to use in the performances or to 'act out'.</p>		

UNIT 4 LESSON 14 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6–9).

Resources	Starter
Coursebook page 81	<p>Speaking: Activity 4</p> <ol style="list-style-type: none"> Elicit different genres of literature from learners. Prompt if necessary. Ensure you elicit/feed in 'comedy' and 'tragedy' and check understanding. Refer learners to the <i>Did you know?</i> box. Invite a learner to read it aloud. Groups discuss the questions. Appoint a group leader to ensure that everyone contributes to the discussion. If learners have not seen a play, they can share any live performance they have attended. Groups compare with another group to exchange ideas. Ask them to agree one type of play they would all like to see, for example, comedy or tragedy.
Resources	Main Activity
Workbook page 62	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> Organise learners into small groups (four learners) and name them Groups 1 or 2. You need to have an equal number of groups. Explain that they are going to write the directions for a play. Group 1 write the directions for Scene 1 and Group 2 write the directions for Scene 2. Set up the task by recalling last lesson's activities. Remind them of the language focus from the last lesson. Brainstorm phrasal verbs with the class and write them on the board. (A learner could lead this, if you wish.) Use information and checking questions and set a time-limit for the task. Groups complete the script with stage directions for the actors. <p>CORE</p> <p>Feedback</p> <p>Peer review of the writing – each group exchanges scripts and marks each other's. Again, this could be done as a jigsaw with each learner looking at a specific aspect. Learners provide at least two aspects to feed back to the group (plenary) for error-correction.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Collaborative learning techniques can be used to help lower-level learners whilst allowing them to be integrated into the group-work. Encourage peer support and error correction. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Assign more challenging productive roles in jigsaw learning to more able individuals. Encourage them to take responsibility and help others in the group but without dominating. Encourage them to use the variations of the target language.
Coursebook page 81	<p>Speaking: Activity 5:</p> <ol style="list-style-type: none"> Refer learners to question 1. Learners remain in the same groups as for the previous activity. Pair Group 1 with Group 2. The learners from Group 1 will be the directors. The learners from Group 2 will be the actors. The directors will use the directions they incorporated into their script. Directors distribute the roles for their scene and take it in turns to instruct the Actors. The Actors have to listen and either ask questions and absorb or write down the instructions (whichever proves easier).

	<p>4. Actors then have a time-limit in which to plan actions of the play. They must perform the rehearsal according to the Directors.</p> <p>5. Refer the learners to question 2. Point out the assessment guide at the bottom of page 81 in their Coursebooks. Go through it with the class. The actors perform and the directors assess their performance using the assessment guide. Each Director can concentrate on one element of the assessment guide.</p> <p>6. Circulate during performances and record errors that could be addressed in the plenary.</p> <p>7. Groups change roles – 2s become the Directors and 1s the Actors. Repeat.</p> <p>CORE Feedback Conduct peer feedback after each performance. Learners use their notes from the guide in the Coursebook.</p>		
	<p>Differentiation activities (Support):</p> <p>1. The allocation of roles should take into account learner strengths and abilities.</p> <p>2. Peer support.</p>		
	<p>Differentiation activities (Stretch):</p> <p>1. Provide more demanding roles to advanced learners – for instance, as Reporters, looking at the use of phrasal verbs.</p>		
Resources	Plenary		
	Teacher choice of error-correction, review and awards based on performances. Recognise use of the target language and learners who have showed improvement over the two lessons.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G12.1.1.1.2) Understand the main points and details of narratives, anecdotes and short stories, plays, and films; follow the dialogue and discern speaker’s moods, relationship and intentions</p> <p>(G12.2.1.1.1) Build upon and continue using a variety of language functions and expressions.</p> <p>(G12.2.1.1.3) Initiate and participate effectively in a range of collaborative discussions.</p> <p>(G12.1.1.4) Provide constructive feedback to speakers concerning the coherence and logic of a speech’s content and delivery.</p> <p>(G12.3.1.1.1) Read a variety of genres.</p> <p>(G12.4.1.1.4) Write narrative compositions in a variety of forms.</p>			

LESSON PLAN		LESSON: 15
Teacher:		Subject: English
Grade: 12	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Listening: To develop learners' ability to listen for gist and specific details.</p> <p>Writing: To get learners to write creatively on a familiar topic.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • listen to a recount of a story and note down key information • collaborate with a partner to check answers to target questions • use target vocabulary appropriately • write an ending for a story.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Art and theatre – exploring creative writing <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Information literacy: Masters accessing and evaluating information efficiently and effectively 		
<p>Key vocabulary: <i>damp, gather, recalled, stared, dumped, scared, blankly, mist, ground, grabbed</i></p> <p>Key expressions/structure: Embedded structures from Unit 4.</p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Some learners may struggle with listening without any other stimuli – allow these learners to draw as they listen. • Provide scaffolding as needed for writing exercises. 		
<p>Resources/equipment needed:</p> <p>Coursebook page 82</p> <p>Workbook page 63</p> <p>Audio Track 26</p> <p>White board</p> <p>Coloured whiteboard markers</p> <p>Flipchart paper with questions from Coursebook page 82</p> <p>Graphic organiser</p>		

UNIT 4 LESSON 15 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6–9).

Resources	Starter
Coursebook page 82	<ol style="list-style-type: none"> 1. Project the photograph from page 82 on the board. Or, if not possible, have learners look at the photograph in their books. 2. Learners brainstorm vocabulary and write the words around the photograph. 3. Volunteers come to the board to write words around the picture. 4. Learners write one sentence describing the picture (no more than 12 words) in their Coursebook. <p>Feedback Review vocabulary used and add as necessary. Nominate learners to come and write their sentences on board. Encourage peer correction where appropriate.</p> <div style="background-color: #e0e0e0; padding: 5px;">Answers</div> <p>Learners' own answers</p>
Resources	Main Activity
Coursebook page 82 Audio Track 26	<p>Listening: Activity 1</p> <ol style="list-style-type: none"> 1. Refer learners to the <i>Listening tip</i>. 2. Explain that they will hear the audio once only. Play the audio. Learners make notes. 3. Place the flipchart paper questions around the room. Hand out the marker pens. 4. Learners work in pairs. At the word 'go', each pair starts on the question nearest to them. They are allowed to work on it for two minutes, then ring a bell, or shout 'Move!'. 5. For the rest of the time, pairs move freely around the class, deciding which questions to tackle, in which order, and for how long. 6. Pairs are encouraged to add, delete and redraft the answers in a collective attempt to create a set of perfect answers. 7. At the end, each pair sits with the answer they started with and write up a perfect, polished answer in a complete sentence. 8. Each pair then goes to the board to write their answer. <p>CORE</p> <p>Feedback Elicit answers from individuals. Learners peer assess their work.</p> <div style="background-color: #e0e0e0; padding: 5px;">Answers</div> <p>The following are in note form: 1 Ahmed and Sultan; 2 autumn; 3 jackets, food, map, phone; 4 rested, had food, took pictures; 5 clouds, cold, mist ; 6 neither of them; 7 zipped up his jacket; 8 9pm</p> <div style="border: 1px solid black; padding: 5px;"> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide learners with the list of appropriate vocabulary necessary to complete the sentences. </div> <div style="border: 1px solid black; padding: 5px;"> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners use their notes and create another questions for their classmates to answer. </div>

Workbook page 63	Writing: Activities 1 and 2		
	<p>1. Refer learners to the words in the box and give them a few minutes to revise the vocabulary, either with dictionaries or their own notes from Lesson 11.</p> <p>2. Learners complete the task individually.</p> <p>3. Activity 2: Learners listen to track 26 from the Coursebook again. Write an ending for the story of about 80 words.</p> <p>CORE</p> <p>Feedback</p> <p>Learners peer assess their answers. Full class check from answers projected on the board.</p>		
	<p>Answers</p> <p>1 recalled; 2 mist; 3 dumped; 4 scared; 5 grabbed; 6 damp; 7 ground; 8 stared; 9 gather; 10 blankly</p>		
	<p>Differentiation (Stretch)</p> <p>Learners explain how they knew their answers were correct.</p>		
	<p>Differentiation (Support):</p> <p>1. Limit the number of questions and word choices for learners to complete. Allow the use of dictionaries to support understanding.</p>		
Resources	Plenary		
	<p>1. As an exit pass, each student writes a title for the story on the whiteboard before they exit the class.</p>		
Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G12.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression.			

LESSON PLAN		LESSON: 16
Teacher:		Subject: English
Grade: 12	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Writing: To review learners' use of indirect speech, phrasal verbs and to write a short story.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • demonstrate their understanding of vocabulary and themes covered in Unit 4 • demonstrate their understanding of and be able to use indirect speech and different reporting verbs, as covered in Unit 4 • demonstrate their ability to use phrasal verbs with correct tenses • demonstrate their ability to write a short story with information provided.
Link to prior learning: <ul style="list-style-type: none"> • Key lexis and grammar from Unit 4 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: lexis from the unit: <i>furious, mist, ceramics, protagonist, playwright, thespians</i> Key expressions/structure: indirect speech		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may need to be reminded of the grammar rules for key structures from the unit, along with key definitions of certain grammatical terms. Teachers can choose to provide explanations before learners attempt the task or after learners have attempted the task – using the exercises as a basis to clarify the usage of the target forms. 		
Resources/equipment needed: Coursebook page 83		

UNIT 4 LESSON 16 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6–9).

Resources	Starter
	<p>1. Ask learners to remember words from the unit and write them on the board, then ask other learners to give you the meanings of these words in English.</p> <p>Feedback Whole class</p>
Resources	Main Activity
Coursebook page 83	<p>Vocabulary: Activity 1</p> <p>1. Ask learners to complete the activity individually. 2. Then ask them to swap their Coursebooks.</p> <p>Feedback In pairs, learners compare answers and peer correct. Tell learners to correct using a different colour. Write the correct answer on the board – learners adjust their answer again if necessary.</p>
	<p>Answers</p>
	<p>1 e; 2 d; 3 b; 4 f; 5 a; 6 c</p>
	<p>Differentiation activities (Support):</p> <p>1. Learners could work in mixed ability pairs for additional support.</p>
	<p>Differentiation activities (Stretch):</p> <p>1. Ask learners to write sentences using the words.</p>
Coursebook page 83	<p>Language Focus: Activity 2</p> <p>1. Ask learners the differences between direct speech and indirect speech, elicit information. 2. Let the learners read the sentences in the activity and ask them to tell you if they are direct or indirect speech. 3. Tell the learners they have to work with a partner to complete this activity (try to have a mixed ability pair).</p> <p>Feedback Whole class feedback.</p>
	<p>Answers</p>
	<p>1 Latifa said that she likes reading, especially Shakespeare. 2 The teacher said that there was no homework for tomorrow./The teacher told the students that there was no homework for tomorrow. 3 Ahmed told me that he saw Khaled eating the chocolate last night./Ahmed told us that he saw Khaled eating the chocolate last night. 4 The students asked me to help them./The students asked us to help them.</p>
	<p>Differentiation activities (Support):</p> <p>1. Give learners some reporting verbs and ask them to use them to write their sentences.</p>
	<p>Differentiation activities (Stretch):</p> <p>1. Ask learners to think about more reporting verbs that could fit in these sentences.</p>

Coursebook page 83	<p>Language Focus: Activity 3</p> <p>1. Put learners in pairs and ask them to read the phrasal verbs. 2. Together they should come up with a sentence using four of the phrasal verbs.</p> <p>Feedback Elicit the answers. Invite peer correction and support for learners who have made any errors.</p> <p>Answers</p> <p>1 dress up; 2 blew up; 3 sit down; 4 checked out</p>		
Coursebook page 83	<p>Writing: Activity 4</p> <p>1. Learners to complete the table by writing the information under the correct heading.</p> <p>Feedback Learners talk and discuss in their groups and then you can elicit some answers.</p> <p>Answers</p> <p>Settings – afternoon in the school, evening in the playground; characters – Rashed and Saeed, the teacher; plot – He was punished because he didn't do his project.</p>		
Coursebook page 83	<p>Writing: Activity 5</p> <p>1. In pairs, learners write a short story using the information in Activity 4.</p> <p>Feedback Take the writing away for correction and AFL-informed feedback.</p> <p>Answers</p> <p>Learners' own answers</p>		
Resources	<p>Plenary</p> <p>1. Ask learners to read their stories out loud in the classroom.</p>		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs: (G12.4.3.1.1) Build on and continue applying language structures learned previously.</p>			

LESSON PLAN		LESSON: 17
Teacher:		Subject: English
Grade: 12	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To develop learners' ability to be active participants in a short play they have written. Reading: To develop learners' ability to read an article and find out the story behind it. Writing: To develop learners' ability to write a script for a scene in a short play based on a newspaper article.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • write a script using a newspaper article as a catalyst • plan all the stage directions and props needed to perform a scene from a short play they have written • perform in the classroom or in the school using the script that they have written.
Link to prior learning: <ul style="list-style-type: none"> • Lexis from Unit 4 21st Century Skills: <ul style="list-style-type: none"> • Creative Thinking: Plan and execute team interdisciplinary projects; create and develop a story based on a newspaper article and write a script to be performed later. 		
Key vocabulary: Lexis related to art and theatre. Key expressions/structure:		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners might misunderstand the differences between a story and a play. Teacher should tell them that in plays people talk to each other most of the time and they have to use dialogues. Sometimes an actor will give a monologue and talk directly to the audience. Plays are performed in front of an audience. Stories can be performed, but would usually be narrated by one person and tend to be monologue. 		
Resources/equipment needed: Coursebook pages 84–85 Papers and pencils for learners to write the story and the script (notebooks) PCM 8 (one story per group of five)		

UNIT 4 LESSON 17 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6–9).

Resources	Starter
Coursebook page 84	<ol style="list-style-type: none"> 1. Ask learners to think about the stories they've covered in the unit. Ask: <i>Which ones did you like? Why?</i> 2. Ask learners the starter questions. Ask: <i>Have you ever been to the theatre?</i> Choose a learner who has answered 'yes'. Ask: <i>What was it like? Did you enjoy the experience?</i> Now choose a learner who answered 'no'. Ask them if they would like to go and see a play in the future. Why/Why not? 3. Ask learners: <i>What is the difference between going to the theatre and going to the cinema?</i> 4. Encourage all the learners participate in the conversation. 5. Ask: <i>What are the differences between a play and a film?</i> 6. Say: <i>Look at the photograph. What can you see?</i>
Resources	Main Activity
Coursebook page 84	<p>Project preparation and planning: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to think about all the things that are needed to perform a play. 2. They write as many words as they can in the cloud. <p>Feedback</p> <p>Learners swap books. They check their partner's cloud and add words that their partner's missed. Alternatively, draw a cloud on the board and invite learners to come and add ideas to it. Then learners add any extra ideas to their own clouds.</p> <p>Suggested answers</p> <p>Stage, props, lights, costumes, backgrounds, actors, etc.</p>
Coursebook page 85 PCM 8	<p>Project preparation and planning: Activity 2</p> <ol style="list-style-type: none"> 1. Organise the learners into groups of five and give each group a newspaper article from PCM 8. You can use any article from a newspaper that the learners might be interested in if you prefer. 2. Tell learners they are going to think of a story that is related to what they've read and they are going to write a script later. 3. Ask learners to brainstorm what the play will be about using the headings in the graphic organiser. 4. Explain that each learner in the group is responsible for one of the headings, and should make notes in their note book around their point. 5. Explain that if there is any information missing from the article, for example it doesn't say where it took place, the learners must make this up. <p>CORE</p> <p>Feedback</p> <p>Monitor learners and provide support as needed. Learners check their answers with their group and make sure all the information connects in a logical way. They may need to adjust some of their ideas.</p> <p>Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Teacher helps the learners with understanding the article by explaining the difficult words. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Appoint more able learners as group leaders. Ask them to help the 'support' learners in their groups and ensure everyone contributes.

Coursebook page 85	Project preparation and planning: Activity 3 and 4. 1. Tell learners they are now going to write a script based on the story they've planned in the previous task. Tell them that the final performance should be five minutes long. 2. Draw learners' attention to the <i>Did you know?</i> box, and tell them that they need to create dialogues between characters. They could include a monologue if they think it would be appropriate for one of the actors to address audience. You could appoint specific tasks for each learner in the group, for example group leader (keeps everyone on task, monitors time and gives time reminders), Scribe A (writes dialogue), Scribe B (writes stage directions), idea maker (helps develop the story) and checker (makes sure the story follows a logical progression). 3. Learners must also think about who will perform the play, and if there are not sufficient roles for all the group members, nominate the team members they think will be best suited to a part. The group members without roles can be stage hands and extras. 4. Monitor learners while they are writing their scripts, make sure that all the learners are on task. 5. Provide help if needed. 6. Ask learners to brainstorm what they will need to stage their performance next lesson, for example costumes, props, etc.		
Resources	Plenary 1. Ask group leaders to move to another group. They must ask the group to explain their play to them (read out what they have written). The new group leader can ask questions to make sure they have thought about, where, when, who, how the plot develops and what happens in the end. 2. Remind learners to bring all the things they are going to need for their play to the next lesson. Tell them they will have only ten minutes to rehearse in the next lesson before they perform.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G12.2.1.1.3) Initiate and participate effectively in a range of collaborative discussions with diverse partners. Building on other's ideas and expressing their own ideas clearly and persuasively.			

LESSON PLAN		LESSON: 18
Teacher:		Subject: English
Grade: 12	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To develop learners' ability to be active participants in a short play they have written. Reading: To develop learners' ability to read an article and find out the story behind it. Writing: To develop learners' ability to write a script for a scene in a short play based on a newspaper article.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • write a script using a newspaper article as a catalyst • plan all the stage directions and props needed to perform the scene from the play they have written • perform in the classroom or in the school using the script that they have written.
Link to prior learning: <ul style="list-style-type: none"> • Lexis from Unit 4 21st Century Skills: <ul style="list-style-type: none"> • Creative Thinking: Plan and execute team interdisciplinary projects; create and develop a story based on a newspaper article and write a script to be performed later 		
Key vocabulary: Lexis related to art and theatre Key expressions/structure: Not applicable		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners might misunderstand the differences between a story and a play. Teacher should tell them that in play, people talk to each other most of the time and they have to use dialogues. Plays are performed in front of an audience. Stories can be performed, but would usually be narrated by one person and tend to be monologues. 		
Resources/equipment needed: Coursebook page 85 Papers and pencils for learners to write the story and the script (notebooks)		

UNIT 4 LESSON 18 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6–9).

Resources	Starter
	<ol style="list-style-type: none"> 1. Play 'Swat the word'. 2. Write different words related to plays and theatre on the board. 3. Divide the class into two teams. They line up in front of the board. Call out a word and ask the two learners at the front of each line to run to the board to hit the word they hear.
Resources	Main Activity
Coursebook page 85	<p>Project preparation and planning: Activity 5</p> <ol style="list-style-type: none"> 1. Tell learners to choose a corner in the classroom to set up their stage. Tell them it should be simple, representative and easy to remove. 2. Learners should practise their scene. Encourage learners to memorise their lines – but explain that if they need to, they can read from the script. 3. Tell learners each group will have five minutes to stage their performance. While a group is performing the rest of the class will move to watch it. 4. Groups take it in turns to perform their scenes. Those who are watching can award a star to the scene they enjoy the most. The group with the most stars will be the winner.
Coursebook page 85	<p>Project preparation and planning: Activity 6</p> <ol style="list-style-type: none"> 1. Learners write a short paragraph reflecting on their experience of writing and performing a short play. Encourage them to describe what they enjoyed, what they found challenging, what they would change, etc. <p>EXTENSION/HOMEWORK</p>
Resources	Plenary
	<ol style="list-style-type: none"> 1. Establish which group was awarded the most stars. Elicit why the learners think this group staged the best play. Was it the story, the characters, the quality of the performances, the script, etc.

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
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Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G12.2.1.1.3) Initiate and participate effectively in a range of collaborative discussions with diverse partners. Building on other's ideas and expressing their own ideas clearly and persuasively.

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 12	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To develop learners' ability to listen for gist; listen for key information/features; discern accentual differences in pronunciation of key lexis.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • listen for gist and extract key information from a tapescript • identify and understand new vocabulary items • analyse key details post-listening • understand different forms of pronunciation in the same language (for example, US vs. UK).
Link to prior learning: <ul style="list-style-type: none"> • Films and celebrities: associated vocabulary and lexis, skills 21st Century Skills: <ul style="list-style-type: none"> • Global Awareness: Master words and phrases to communicate through media with other students in English-speaking countries 		
Key vocabulary: <i>historical, crime, comedy, war, action, adventure, science-fiction, detective, Western, drama, suspense, thriller, mystery, mythical, horror, epic, fantasy</i> Key expressions/structure: <ul style="list-style-type: none"> • Adverbs of frequency and their use to describe key features of films (<i>usually, rarely ...</i>). • Functional language for reaching consensus in speaking: <i>Are we all agreed? Everyone happy with that? So, can I just check that we all agree?</i> 		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may struggle with aspects such as different vowel sounds in pronunciation between UK and US English. Try to allow for discovery, but also be prepared to model and drill with clear examples. • With the form, the adverb of frequency will normally precede the verb. However, they will follow auxiliaries and modals, and precede lexicals (for example, <i>He has <u>never</u> made a film before ... The film should <u>always</u> be remembered ...</i>) Ensure learners understand the form correctly and use the reading article to confirm this. 		
Resources/equipment needed: Coursebook pages 88–89 Audio player(s) for teachers and learners Whiteboard iPads (if available) Audio Track 27		

UNIT 5 LESSON 1 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

<p>Resources Coursebook page 88</p>	<p>Starter</p> <ol style="list-style-type: none"> 1. Direct learners' attention to the <i>Vocabulary box</i> about genre and check understanding. Put learners into groups and discuss starter questions. <p>OR</p> <ol style="list-style-type: none"> 2. Put learners in small groups. They brainstorm as many different types of films as they can think of as a class competition. The group who thinks of the most, are the winners. Write up examples on the board.
<p>Resources Coursebook page 88</p>	<p>Main Activity</p> <p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1. Direct learners' attention to the <i>Vocabulary box</i>. 2. Ask learners to match words to the photos. 3. Explain that they can match more than one word to each photo and some words may not match. <p>CORE</p> <p>Feedback Elicit from groups as a class.</p> <p>Possible answers</p> <ol style="list-style-type: none"> 1 action, adventure, sci-fi, fantasy 3 comedy 2 crime, detective, suspense, thriller, mystery 4 action, adventure, sci-fi, suspense, thriller, mystery, fantasy 5 war, action, drama, epic 6 action, adventure, Western
<p>Coursebook page 88</p>	<p>Vocabulary: Activity 2</p> <ol style="list-style-type: none"> 1. Put learners into pairs. Explain that they will choose three of the words from the box in Activity 1. 2. Encourage them to choose three words that are less familiar to them. 3. First word: Write a definition. Second word: Draw a picture to show the meaning, Third word: Learners act out the word. <p>CORE</p> <p>Feedback Learners test the class by reading out their definitions, showing their pictures or acting out their words and the rest of the class guess what words they are.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Allow learners to use dictionaries. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners choose six words.
<p>Coursebook page 89 Audio Track 27</p>	<p>Listening: Activity 3</p> <ol style="list-style-type: none"> 1. Explain the rubric to learners and elicit ideas for what they think they might talk about. Direct learners to the Listening strategy box to help them with this activity. 2. Learners then listen and number the words in the box in Activity 1 as they hear them. 3. Remind learners that some words will not be mentioned in the audio. <p>Feedback Learners number the words on board.</p>

	Answers: 1 detective; 2 thriller; 3 crime; 4 suspense; 5 comedy; 6 fantasy; 7 mythical; 8 action; 9 adventure		
Coursebook page 88 Audio Track 27	Listening: Activity 4 1. Play the audio again. Elicit/prompt learners to say what accents they can hear. 2. Elicit key words that are different or are pronounced differently. Feedback Invite whole class feedback. Answers Noora speaks with a British English accent and Zainab has an American English accent. Noora says 'movie' whereas Zainab says 'film'.		
Coursebook page 88 Audio Track 27	Listening: Activity 5 1. Give learners some time to read the sentences and think about the answers; can they remember any answers from their first listen? 2. Learners listen and answer True (T) or False (F). Feedback Elicit answers and reasons/evidence as a class. Answers: 1 F; 2 T; 3 T; 4 F; 5 F; 6 F		
Coursebook page 88 Audio Track 27	Listening: Activity 6 1. Learners work in pairs or small groups and discuss the meanings of the phrases in inverted commas. 2. Learners then discuss the questions. Feedback Check meaning of phrases before learners go on to talk about the type of films they like. Answers Learners' own answers		
Resources	Plenary		
	Talk about some of the characteristics of 'genres' as a nice link to the second lesson.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G12.1.1.1.1) Understand the main points and details of recorded materials.			
(G12.1.1.1.2) Understand the main points and details of films.			
(G12.2.1.1.1) Build upon and continue using a variety of language functions and expressions.			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 12	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Reading: To develop learners' ability to read for meaning from context and recognise designated target structures.</p> <p>Writing: To take notes; To complete cloze exercises with controlled application of the target language.</p> <p>Speaking: To hold a discussion with an objective of agreeing and forming a consensus.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • understand the correct use of/revise adverbs of frequency • successfully hold a structured discussion and reach a collective consensus using target functional language.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Films and celebrities: associated vocabulary and lexis, skills <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Global Awareness: Master words and phrases to communicate through media with other students in English-speaking countries 		
<p>Key vocabulary: <i>historical, crime, comedy, war, action, adventure, science-fiction, detective, Western, drama, suspense, thriller, mystery, mythical, horror, epic, fantasy</i></p> <p>Key expressions/structure: <i>detective, crime, science fiction, war, Westerns, horror, epic, historical, mythical, anti-hero</i></p> <ul style="list-style-type: none"> • Adverbs of frequency and their use to describe key features of films (<i>usually, rarely ...</i>) • Functional language for reaching consensus in speaking: <i>Are we all agreed? Everyone happy with that? So can I just check that we all agree?</i> 		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • With the form, the adverb of frequency will normally precede the verb. However, they will follow auxiliaries and modals and precede lexicals, for example He has <u>never</u> made a film before ... The film should <u>always</u> be remembered ...) Ensure learners understand the form correctly and use the <u>reading article</u> to confirm this. 		
<p>Resources/equipment needed:</p> <p>Coursebook pages 88–89</p> <p>Workbook pages 64–65</p> <p>Audio player(s) for teachers and learners</p> <p>Whiteboard</p> <p>Tennis ball</p>		

UNIT 5 LESSON 2 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 9).

Resources	Starter
Coursebook page 88	<ol style="list-style-type: none"> 1. Refer learners to page 88 of their Coursebook and look at the photographs again 2. Elicit and revise the different film genres.
Resources	Main Activity
Workbook page 64	<p>Workbook: Activities 1 and 2</p> <ol style="list-style-type: none"> 1. This activity is a 'discovery reading'. 2. Have learners look at layout/design of the text and tell you what type of publication it's from. (It's a magazine article.) Learners read the text for gist. Elicit what the text is about. Elicit answers to the question, 'Are types of films always easy to categorise?' 3. Learners look at the underlined words. Elicit what class of words they are and their meanings. 4. Have the learners underline similar words in one specific colour. Learners use the context to establish their meanings. 5. Learners underline and define any key vocabulary related to film genres in another colour. Learners use the context to discover the meanings. <p>CORE</p> <p>Feedback</p> <p>Give learners two coloured sheets of paper – or similar corresponding with the colours used for underlining. Ask the learners to add appropriate words to each coloured sheet. Elicit the target language and only step in to add error correction when learners are not going along the right track.</p> <p>Answers</p> <p>Activity 1: Learners' own answers. Accept all logical answers.</p> <p>Activity 2:</p> <ol style="list-style-type: none"> 1 The underlined words are Adverbs of frequency. Elicit their functions as far as is possible without explicitly teaching the rules. Grade your checking questions depending on learner level/class. Draw out as much as possible from learners and not the other way round. 2 seldom, almost always, usually, normally, hardly ever, more often than not, frequently, never, always 3 Possible answers: action, stunt, chase, battle, Westerns, cowboy, gun-fight, stereotyped, psychological dramas, horror films, monster, fears, director <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Underline more words to help the learners. 2. Provide some key definitions on the board or written down/allow for the use of dictionaries. 3. Use more close monitoring and checking questions to lead learners down the right track during discovery. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Do not provide any scaffolding or clues to learners. 2. Learners have to provide their own definitions of vocabulary from context. 3. Push learners to write some rules of form.

**Workbook
pages 64–65**

Workbook: Activity 2

1. Read the rubric and question 1 with the class. Learners work in pairs for this activity. Have learners make notes when they brainstorm the question ‘What features define genres?’
2. Read question 2 with the class. Refer learners to the word box. Ensure that learners understand all the words in the box.
3. This is essentially a matching exercise, but with some genres having more than one feature and potentially differing adverbs. Tell learners that answers may fit more than one genre.

CORE

Feedback

Each pair joins up with another pair to make a group of four.
Have a quick run through of the answers with corrections.

Answers

All genres should have human interactions and real-life situations listed, as well as potentially heroes and villains. Aliens and spacecraft should be Sci-Fi only. Others are open to discussion which provides a good opportunity to engage learners with the target language.

Differentiation activities (Support):

1. Provide learners with scaffolding by partially filling the table.
2. Used mixed pairings to support lower level learners.
3. Provide written definitions for the various adverbs.

Differentiation activities (Stretch):

1. Learners should complete the activity without any scaffolds.
2. Ask learners for justifications for their selected adverbs where more than one feature applies – either orally as through checking questions or else through some written sentences as an extension exercise.

**Workbook
page 65**

Workbook: Activity 3

1. Learners read through the questions. Let them ask you about the meaning of any genres they are still unsure about.
2. Learners work individually to complete the cloze exercise by filling in the adverbs correctly.

DESIRABLE

Feedback

Depending on the size of the group, this can be done through on the spot marking for individual learners or a quick summarising where learners quickly mark for each other and then the teacher elicits the responses (and so/me justifications).

Answers

Different adverbs could be used for this. Some potential answers are:

1 sometimes, never, seldom; 2 generally, often (better: more often than not); 3 often, frequently, always; 4 as above or other appropriate; 5 often, always, mostly, – the last answer should be less frequent such as sometimes; 6 often, sometimes, seldom, frequently

Differentiation activities (Support):

1. Learners may need extra input with respect to the form through some degree of pre-teaching. This should be done before completing the exercise.
2. Provide some of the answers for questions with multiple adverbs required as a print-off.
3. Provide some clues to help learners as well as using considered concept checking questions to facilitate.

	Differentiation activities (Stretch): 1. Remove parts of the sentence and ask learners to actively reconstruct – this may require changing the adverbs depending on the specific construction. 2. Ask the learners to provide justifications and map out their thinking during the feedback.		
Coursebook page 89	Speaking: Activity 7 1. Explain to learners that they will be participating in a discussion. Appoint group leaders and ask them to ensure everyone participates. They could keep a tally to see how often each group member contributes. 2. Try to elicit some of functional language used for reaching consensus and draw learners' attention to the <i>Language tip</i> box. 3. Encourage use of the target functional language. CORE Feedback Keep the discussions short. Ask several learners to model in front of the class. This can also be used for assessment/error correction. Award bonus points for correct and accurate use of the target language and key vocabulary.		
	Differentiation activities (Support): Put learners into mixed ability pairs or groups.		
	Differentiation activities (Stretch): 1. Focus on the use of the target language. 2. Challenge confident speakers to draw others into the discussion. 3. Provide a role of summariser who should either write or take mental notes to present the flow of the discussion and the nature of the final agreement.		
Resources	Plenary		
Tennis ball	1. Write a list of film genres on the board. Throw the ball to a learner. The learner must pick a genre then throw the ball to another learner who must define the genre or give an example. This learner then nominates another genre, throws the ball to another learner to define – and so on.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G12.1.1.1.2) Understand the main points and details of films. (G12.2.1.1.1) Build upon and continue using a variety of language functions and expressions.			

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 12	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: Encourage learners to access and comprehend short magazine type articles. Speaking: Get learners to engage with specific topics associated with 'celebrity' and discuss the genre of celebrity/gossip magazines.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read short, informal magazine type texts • identify key features of the magazine genre • understand and use vocabulary associated with the topic.
Link to prior learning: <ul style="list-style-type: none"> • Engage further with the topic of celebrity and the type of publications associated with this topic 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>celebrity, bid, adapt, awards, fortune, publicity, release, respond, separately, wiser, designers</i> Key expressions/structure: past simple passive; idiomatic phrases		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners do not engage with reading for pleasure. • Engage learners with the topic through short informative and varied texts. 		
Resources/equipment needed: Coursebook pages 90-91 Workbook page 66 Board		

UNIT 5 LESSON 3 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 9).

Resources	Starter
Coursebook page 90	<ol style="list-style-type: none"> Learners discuss the starter questions as a whole class. Ask, Do you read any celebrity gossip magazines? Which celebrities are the most popular in the UAE? Elicit learners answers. Take the opportunity to elicit/pre-teach some of the key vocabulary.
Resources	Main Activity
Coursebook page 90	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> Draw learners' attention to the photographs in the magazine text. Ask them to predict what the articles will be about. Elicit their answers. Do not say whether or not they are correct. Learners read the three texts. Learners think of a suitable title for each article. <p>CORE</p> <p>Feedback</p> <p>Invite learners to share their ideas. If you wish, have a class vote for the best titles. You could give a reward for the best title, for example a sweet or being the first to leave the class.</p> <p style="background-color: #e0e0e0; padding: 2px;">Answers</p> <p>Learners' own answers. Possible answers might be: Article 1: Marriage on the rocks! Article 2: Fashion week, Article 3: Bid for a new striker.</p>
Coursebook page 91	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> Draw learners' attention to the first <i>Language tip</i>, in the middle of page 91, which explains the use of the past simple passive. Unpack the examples and use concept checking questions to ensure learners understand the meaning. If necessary, write up some more examples of the short/long past simple passives on the board to help learners 'notice' the form. Learners find and underline all examples of the past simple passive tense in the articles. Learners work individually. Elicit answers and write them on the board. Ask: <i>Which article does not contain any examples of the simple passive tense?</i> <p>CORE</p> <p>Feedback</p> <p>In pairs, learners check their answers.</p> <p style="background-color: #e0e0e0; padding: 2px;">Answers</p> <p>Article 1: were photographed, was asked, was seen, was said, were seen, was made; Article 3: famous footballer and his wife were photographed, He was asked, his wife was seen, They were seen; Football text – The bid was made. There are no examples of the past simple passive in Article 2.</p>

<p>Workbook page 66</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Learners work on their own and try to match the words with their meanings. 2. Monitor and support as necessary. <p>DESIRABLE Feedback</p> <p>Whole class feedback. You could nominate a learner/learners who you observed had the correct answers during monitoring. If you observe that one of the weaker learners has the correct answers, this would be a good opportunity to recognise their progress and invite them to lead the feedback.</p> <p>Answers</p> <p>publicity – an effort to capture media attention; bid – an offer to buy something; respond – to answer back/to talk again; celebrity – a famous person; adapt – changing to fit new conditions; award – an honour or prize; truly – actually; wise – have knowledge of</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners work with a stronger learner to encourage peer teaching. Monitor and guide where necessary. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners use the target words/phrases and construct new sentences around them.
<p>Workbook page 66</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Draw learners’ attention to the comments boxes in the Workbook. 2. Advise learners that they can agree/support/argue/give a narrative relevant to the topic. 3. Encourage learners to write a draft in their notebook and correct the draft before writing in the comments boxes. 4. Remind learners that comments are generally public so the content should not offend anyone. 5. Learners complete the activity. <p>CORE Feedback</p> <p>Pairs compare their comments. Collect Workbooks and provide individual responses.</p> <p>Answers</p> <p>Learners’ own answers</p>
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. On the board – select the best title for the columns from Coursebook activity 1. 2. Learners (in groups) select one feedback comment per column to publish on the whiteboard and nominate a group member to write up on the board. 3. Take a photograph of all the comments. These can be printed and shared as a homework reading activity. If facilities allow, create a blog/response.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Group discussions	Comparing to classmates writing	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G12.2.1.1.2) Read with a sufficient level of proficiency to consult print or online references; read varied informational and literary texts with comprehension.			

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 12	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Writing: Develop learners' ability to use a sample text as a scaffold to write a similar text. Speaking: Get learners to discuss the concept of gossip type magazines in greater detail.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • Identify the features of the magazine genre • produce a two short articles in the same style of the reading • contribute to a discussion about the target text type by responding to three specific questions.
Link to prior learning: <ul style="list-style-type: none"> • Engage further with the topic of celebrity and the type of publications associated with this topic 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation skills: Master learning to articulate thoughts and ideas in English using oral, written, and non-verbal communications skills with diverse groups of students 		
Key vocabulary: <i>celebrity, bid, adapt, awards, fortune, publicity, release, respond, separately, wiser, designers</i> Key expressions/structure: past simple passive; idiomatic phrases		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners do not engage with reading for pleasure. • Engage learners with the topic through short informative and varied text. 		
Resources/equipment needed: Coursebook page 91 Workbook page 67 Board		

UNIT 5 LESSON 4 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
	1. Play Backs to the board (or another favourite game) to practise the vocabulary from Lesson 3.
Resources	Main Activity
Coursebook page 91	<p>Speaking: Activity 3</p> <ol style="list-style-type: none"> In groups, learners discuss the questions in the Coursebook. Encourage learners to come up with some pros and cons for the second discussion point to share with the class, for example if teenagers read this type of articles it will encourage reading; the content of the magazines are often negative, etc. <p>CORE Feedback Group and whole class feedback</p> <p style="background-color: #e0e0e0; padding: 2px;">Answers</p> <p>Learners' own answers</p>
Workbook page 67	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> Refer learners to the <i>Language tip</i> about idioms on page 91 of the Coursebook. Learners work on their own and try to find the idiomatic phrases from the text. In pairs, learners then come up with the meaning of the expressions. <p>DESIRABLE Feedback Peer check and whole class feedback.</p> <p style="background-color: #e0e0e0; padding: 2px;">Answers</p> <p>heart-to-heart – a deep and honest conversation; on the rocks – going through a difficult time; none the wiser – remain confused even something has been explained; tied the knot – got married</p>
Workbook page 67	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> Draw learners' attention to the different subjects that they could write about. Learners choose two subjects or come up with their own. Encourage learners to plan what they are going to write in their notebooks. Then write a draft and correct it before writing it up in the columns on provided on page 67. <p>CORE Feedback Pairs compare columns, then collect Workbooks to take away and provide individual responses with AFL points.</p> <p style="background-color: #e0e0e0; padding: 2px;">Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Learners can choose just one topic to write about, teacher monitors and supports. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners should use the idiomatic phrases in each of their writings and have at least one example of the past simple passive.

Resources	Plenary		
	Teacher can undertake a class survey to find out about what/who learners wrote about. Who was the most popular person to write about? What was the most popular subject matter?		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Group discussions	Comparing to classmates writing	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G12.2.1.1.2) Read with a sufficient level of proficiency to consult print or online references; read varied informational and literary texts with comprehension.			

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 12	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To develop learners' ability to listen to a dialogue and identify genre, topic, and meaning. Writing: To get learners to produce a newspaper genre text. Use of English: To enable learners to identify verb patterns and use these patterns correctly.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use a variety of reporting verbs to report what has been said • recognise and identify radio interview genres • write a short newspaper article reporting on an interview about celebrity.
Link to prior learning: <ul style="list-style-type: none"> • Reported speech in the previous unit; fame and celebrity status 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>in the spotlight/limelight, red carpet events, leak (to the press), in the public eye, invasion of privacy, celebrity, status, paparazzi</i> Key expressions/structure: various reporting verbs and the patterns they take		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners will be familiar with reporting verbs but may overuse <i>say, tell, ask</i>. Provide many examples and allow learners to discover the many alternatives for themselves. Learners may make mistakes with the structure and patterns which follow these reporting verbs. Help them to see the patterns by providing activities that promote 'noticing'. 		
Resources/equipment needed: Coursebook page 92 Workbook page 68 Audio Track 28 Board Pictures of famous people		

UNIT 5 LESSON 5 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
Coursebook page 92	<ol style="list-style-type: none"> Write 'famous' on the board. Ask learners how they would define <i>famous</i>. Put some ideas on board. Refer learners to the picture and ask: <i>What can you see?</i> Prepare some pictures/photos of internationally famous people (alive and/or dead) and show to learners. Elicit who they are and what they are famous for. If learners don't know, provide prompts. Discuss the remaining starter questions with the class. Ask: <i>Why do some people want to be famous? Would you like to be famous? If so, what would you like to be famous for?</i>
Resources	Main Activity
Coursebook page 92 Audio Track 28	<p>Listening: Activity 1</p> <ol style="list-style-type: none"> Books closed. Ask learners to sit back and relax. Tell them you are going to play the first part of a recording. They need to listen to find out where it is taking place and what is happening. Give them prompts such as <i>how many people? style of discourse; tone and intonation; who leads the discourse; lexical clues, etc.</i> Play the recording up to '...Many thanks for inviting me.' Explain to learners the importance of identifying genre – helps predict content, language, etc. <p>CORE Feedback Learners can discuss their thoughts in pairs and then feedback to whole class.</p> <p>Answers</p> <p>Radio show; 2 people = interview; style of radio presenter; Lexis = live in the studio, on your way back from work, welcome to the show</p>
Coursebook page 92 Audio Track 28	<p>Listening: Activity 2</p> <ol style="list-style-type: none"> Elicit the meanings from learners. Encourage use of dictionaries and peer teaching. Supply definitions in context when necessary. In pairs, learners discuss what the interview might be about. Play recording again for learners to check. <p>CORE Feedback Elicit definitions – accept all ideas and put on board.</p> <p>Answer</p> <p>Learners' own answers</p>
Coursebook page 92 Audio Track 28	<p>Listening: Activity 3</p> <ol style="list-style-type: none"> Refer learners back to page 72 and 73 of Coursebook and reporting verbs. Explain that they are to imagine that they are telling a friend about an interview they heard last night on the radio. Play the recording – encourage the learners to make notes. In pairs, learners tell their partners about the interview. <p>CORE Feedback Invite a learner/learners to tell the class about the interview using their notes. This could also be done in groups.</p>

	<p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <p>1. Play the recording again stopping regularly to give learners more time. Alternatively, allow learners to listen and use the tape script.</p> <p>Differentiation activities (Stretch):</p> <p>1. Select learners to act out conversation to class. Praise and encourage the use of a range of reporting verbs.</p>
<p>Workbook page 68</p>	<p>Workbook: Activity 1</p> <p>1. Again, remind learners of reporting verbs from Unit 4. Go through verbs in box. Give examples to explain unknown lexis.</p> <p>2. Play recording again. Tell learners that the sentences are in the order they appear on the recording.</p> <p>3. Learners do activity.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Before learners give feedback, play the recording again to allow them to check. Stop after each one.</p> <p>Answers</p> <p>1 thanked; 2 confirmed; 3 explained; 4 refused; 5 denied; 6 suggested; 7 promised; 8 invited</p>
<p>Workbook page 68</p>	<p>Workbook: Activity 2</p> <p>1. Do the first one together with the class.</p> <p>2. Learners complete the task.</p> <p>CORE</p> <p>Feedback</p> <p>Learners compare their answers in pairs and then with another pair. Stipulate that they must agree on the correct answer. Groups elect a scribe to write answers on board. Encourage peer correction and elicit other possible answers.</p> <p>Answers</p> <p>Learners' own answers – similar to the following: 1 He promised to call me tomorrow; 2 She suggested going to the mountains at the weekend; 3 He denied doing it; 4 She invited me to her party at the weekend; 5 He apologised for being late.</p>
<p>Resources</p>	<p>Plenary</p> <p>1. Explain that the learners must earn an exit pass to leave the classroom. They must write a word that they heard during the radio interview on the board. If the word is already there – they must think of another. Accept any word that appears on the transcript.</p>

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G12.2.1.1.1) Build upon and continue using a variety of language functions and expressions. (G12.2.1.1.2) Summarise conversations reporting what people say, demand or advise (G12.4.1.1.6) Make notes from listening and reading, use the notes to present a summary.			

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 12	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To develop learners' ability to listen to a dialogue and identify genre, topic, and meaning. Writing: To get learners to produce a newspaper genre text. Use of English: To enable learners to identify verb patterns and use these patterns correctly.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use a variety of reporting verbs to report what has been said in an interview • to recognise and identify radio interview genres • write a short newspaper article reporting on an interview.
Link to prior learning: <ul style="list-style-type: none"> • Reported speech in the previous unit; fame and celebrity status 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation skills: Master reasoning by using inductive and deductive practices in order to analyse the interdisciplinary issues 		
Key vocabulary: <i>in the spotlight/limelight, red carpet events, publicity, leak (to the press), in the public eye, invasion of privacy, celebrity status</i> Key expressions/structure: various reporting verbs and the patterns they take.		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners will be familiar with reporting verbs but may overuse <i>say, tell, ask</i>. Provide many examples and allow learners to discover the many alternatives for themselves. Learners may make mistakes with the structure and patterns which follow these reporting verbs. Help them to see the patterns by providing activities that promote 'noticing'. 		
Resources/equipment needed: Coursebook page 93 Workbook page 69 Board Pictures of famous people		

UNIT 5 LESSON 6 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

<p>Resources</p>	<p>Starter</p> <ol style="list-style-type: none"> Elicit from learners what they can remember about the radio interview. Put their ideas on the board. Use prompts to elicit further details.
<p>Resources</p> <p>Workbook page 69</p>	<p>Main Activity</p> <p>Workbook: Activity 3</p> <ol style="list-style-type: none"> Learners look at the words in the box. Elicit the definitions. If you wish, play the audio again. You may also wish to provide example sentences to support learners. Learners complete activity. <p>DESIRABLE</p> <p>Feedback</p> <p>Ask for volunteers to read out passage. You may want to focus on pronunciation if necessary.</p> <p>Answers</p> <p>1 eye; 2 privacy; 3 limelight/spotlight; 4 spotlight/limelight; 5 publicity; 6 leak; 7 paparazzi; 8 carpet</p>
<p>Coursebook page 93</p>	<p>Language in Focus: Activity 4</p> <ol style="list-style-type: none"> Write the example sentences on the board. Elicit which verbs are the reporting verbs. Ask learners if they can notice what happens after the reporting verb. Draw the table on the board and ask for volunteers to come and put the verbs from the <i>Use of English</i> box into the correct column according to which pattern they use. <p>CORE</p> <p>Feedback</p> <p>Draw the columns on the board and invite learners to write the examples into the correct column.</p> <p>Answers</p> <p>verb + that + clause = He mentioned that; verb + to + verb = She agreed to hand in; verb + object + to + verb = they invited the neighbours to; verb + verb-ing = He suggested catching; verb + preposition + verb-ing = My brother apologised for scratching</p>

<p>Coursebook page 93</p>	<p>Language in Focus: Activity 5</p> <ol style="list-style-type: none"> 1. Focus on the <i>Use of English</i> box and ask learners if there is any difference between the two sentences in each pair (no). 2. Learner look at the reporting verbs from Activity 1 in the Workbook and add those to the correct place in the table. 3. Learners work in pairs/small groups to think of other reporting verbs which can be added to the table. Encourage them to look at Unit 4 Lessons 5 and 6 of the Coursebook as well. <p>CORE Feedback Learners come and add the additional examples to the columns on the board.</p> <p>Answers</p> <p>Verbs from Workbook Activity 1: verb + that + clause – He confirmed that; He explained that; verb + to + verb -The interviewer refused to believe; He promised to give; verb + verb -ing He denied being; He suggested continuing; verb + object + to + verb – He invited them to call;</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Write some example sentences on the board to help learners evaluate the pattern. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Instead of writing example sentences on the board, read them out. This means the learners will have to focus much more. You could use ‘real-life’ examples by reporting what individual learners have said over the last two lessons.
<p>Coursebook page 93 Audio Track 28</p>	<p>Language in Focus: Activity 6</p> <ol style="list-style-type: none"> 1. Explain that this activity will lead to a short writing activity in the Workbook. Learners look at the audioscript on page 122 of their Coursebook. Ask them to read through it while you play the recording. 2. In pairs, learners report what is said by using a variety of reporting verbs. <p>CORE Feedback Go through the audioscript and elicit possible answers to put on board. Encourage alternatives. Ask learners to add new verbs to the table in the Coursebook.</p> <p>Possible Answers</p> <p>Some possible verbs: explain, clarify, deny, thank, ask, tell, refuse, argue, agree, claim, promise, recommend, suggest, describe, think, believe, etc.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Write a variety of reporting verbs on the board for learners to use. Pair them with stronger learners to encourage some peer teaching. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Instead of using the audioscript, just play the recording and stop after each part of dialogue and give learners time to report what is said. You may want to put a selection of reporting verbs on the board.

Workbook page 69	Workbook: Activity 4 1. Write ‘gossip column’ on board and elicit/explain meaning. 2. Ask learners if they have ever read the gossip columns of local newspapers. 3. Explain that they are journalists for a newspaper and they are writing a short article on the radio interview. 4. In groups, learners to write an article using some of the language they produced in Activity 6 in the Coursebook. DESIRABLE Feedback Groups read out their reports. Deal with common errors at the end and with the whole class. Answers Learners’ own answers		
Resources	Plenary Learners can re-enact the radio interview using their reports as a guide – not the audioscript.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G12.2.1.1.1) Build upon and continue using a variety of language functions and expressions. (G12.2.1.1.2) Summarise conversations reporting what people say, demand or advise (G12.4.1.1.6) Make notes from listening and reading, use the notes to present a summary.			

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 12	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To develop learners' ability to listen for specific details and words. Vocabulary: To introduce learners to some idiomatic expressions and ensure they can understand and use them.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • understand the main point and detail of recorded material on familiar topics • follow a dialogue and retrieve details as instructed • understand and use target vocabulary items in a meaningful way.
Link to prior learning: <ul style="list-style-type: none"> • Films and celebrity – associated lexis 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>celebrity, limelight, red carpet, events, publicity, press (n), leak (v), privacy, public eye, status</i> Key expressions/structure: embedded structures from lessons 1–6		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may struggle with listening without any other stimuli – allow these learners to draw as they listen. 		
Resources/equipment needed: Coursebook page 94 Workbook page 70 Audio Track and transcript 29 Dictionaries Pre-prepared PowerPoint presentation slide for Workbook Activity 1 (optional)		

UNIT 5 LESSON 7 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

<p>Resources</p>	<p>Starter</p> <ol style="list-style-type: none"> Learners look at the picture and draw an emoji face which represents their feelings in the space provided. Tell learners they can write one word on the line below to explain their emoji face. They may also write a word underneath. <p>Feedback Invite volunteers to state why the picture may them feel like this.</p>
<p>Resources</p> <p>Coursebook page 94 Audio Track 29</p>	<p>Main Activity</p> <p>Listening: Activity 1</p> <ol style="list-style-type: none"> Read the activity description to the learners. Learners have two minutes to read the questions and distractors, before listening to the audio and answering the questions. <p>CORE Feedback Project answers on the board and ask learners to self-assess. Ask some learners how they got the answers.</p> <p>Answers</p> <p>1 a 12 months; 2 c fashion designer; 3 b 50</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Read the sentences at a slower pace than the audio, pausing where the answers can be found. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Provide two more multiple choice questions for these learners.
<p>Coursebook page 94 Audio Track 29</p>	<p>Listening: Activity 2</p> <ol style="list-style-type: none"> Remind learners about idioms and idiomatic phrases. Learners listen to the audio again and locate the idiomatic phrases. <p>CORE Feedback Learners peer – assess their answers.</p> <p>Answers</p> <p>1 another one bites the dust; 2 tied the knot; 3 watch this space</p>

<p>Workbook page 70</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Explain the KIM strategy for vocabulary learning. (If you are unfamiliar with the KIM method, please look at the following: <ul style="list-style-type: none"> – K is for the Key vocabulary word (the target word), – I is for Information/Definition (a, short simple definition). – M is for Memory Cue/Picture (a drawing or image of the word). – Also, include a sentence for context.) 2. Demonstrate by creating an example on the board. Choose one of the idiomatic phrases. Alternatively, use a prepared PPT. If you use slides, use one slide for each section of the KIM process. 3. In pairs, learners complete the KIM chart. They can use dictionaries if necessary. <p>CORE Feedback Monitor and support where necessary. Learners can move around the class showing others what they have done.</p> <p>Answers</p> <p>Approximation of the following 1 another one bites the dust = another one has fallen out of the competition; 2 Tied the knot = get married; 3 Watch this space = wait and see what happens next. Learners also create relevant drawings.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide learners with definitions and ideas for pictures. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to put the idiomatic phrases into meaningful sentences. 		
<p>Resources</p> <p>Audio Track 29</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. Divide the class into three groups. 2. Play the audio again if you wish. Each group must come up with a quick summary of one of the stories they heard during Sarah Haddad’s radio show. 3. A representative from each group writes the headline on the board and explains how it was chosen. 		
<p>Learning styles catered for (✓):</p>			
<p>Visual ✓</p>	<p>Auditory ✓</p>	<p>Read/Write ✓</p>	<p>Kinaesthetic ✓</p>
<p>Assessment for learning opportunities (✓):</p>			
<p>Observation</p>	<p>Student self-assessment</p>	<p>Oral questioning</p>	<p>Peer assessment</p>
<p>Quiz</p>	<p>Student presentation</p>	<p>Written work and feedback</p>	<p>Verbal feedback</p>
<p>Standards/SLOs:</p> <p>(G12.1.1.1) Listen to extracts of authentic material on concrete and abstract topics delivered at normal speed; apply various strategies of listening and comprehension skills</p> <p>(G12.4.2.1.1) Build on and continue applying language structures learned previously.</p>			

LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 12	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To develop learners' active reading skills for interacting with texts at a deeper level. Vocabulary: To use lexis associated with celebrity.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • scan and read a transcript in detail to identify key information • demonstrate understanding of and ability to use target vocabulary.
Link to prior learning: <ul style="list-style-type: none"> • Films and celebrities – associated lexis 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>celebrity, limelight, publicity, press(n), leak(v), red carpet, privacy, status, public eye, events, fascinated</i> Key expressions/structure: structures from lessons 1–6		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners find longer texts overwhelming. Reassure them that tasks will be staged and are matched to their ability. 		
Resources/equipment needed: Coursebook page 95 Coursebook reading page 95 – copied and cut into strips for groups of four Workbook pages 70–71 Picture of a celebrity Six board markers of different colours iPads (if available)		

UNIT 5 LESSON 8 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 9).

Resources	Starter
Coursebook page 95	<ol style="list-style-type: none"> 1. Project a picture of a celebrity on the board. Choose one that most learners will know. 2. In groups of five, learners write down as many descriptive words as possible to describe the picture. 3. Draw a column on the board for each group. 4. One learner from each group comes simultaneously to the board to write a word. 5. Taking it in turns, each learner must come to the board at least once and must not repeat any of the words in other columns. 6. Make it competitive and time-based. <p>Feedback Reward the group with the most amount of words in the given time.</p>
Resources	Main Activity
Coursebook page 95 Reading cut into strips for groups of four	<p>Reading: Activity 3</p> <ol style="list-style-type: none"> 1. Put learners into groups of four, Give each group a cut up copy of the reading. Each learner reads one part of the reading aloud. 2. Each group places the reading strips in the correct order. 3. Once checked by you, learners should read the text on page 95, individually and silently. 4. Learners should underline key vocabulary and try to guess the meanings of the words in context. <p>CORE Feedback Elicit key vocabulary from learners, help with meanings and put these on a board or chart.</p> <p>Answers</p> <p>celebrity, limelight, publicity, press, leak, red carpet, privacy, status, public eye, events, fascinated</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Place all support learners in one group and provide definitions for key vocabulary before reading. Monitor and support the reading process. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Place all higher level learners in one group with key vocabulary underlined. Ask them to use the KIM strategy for learning these words.
Workbook page 70 Coursebook page 95	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Learners should read the questions and answer them individually. <p>CORE Feedback Elicit answers from learners.</p> <p>Answers</p> <p>1 a; 2 c; 3 a; 4 b</p>

	Differentiation activities (Support): 1. Limit the number of questions learners attempt. Allow them to work in pairs and collaborate to find the answers.		
	Differentiation activities (Stretch): 1. Learners do not refer to the text while answering the questions.		
Workbook page 71 Coursebook page 95	Workbook: Activity 3 1. Read the task and stress that learners should follow what is asked. The idea is to get them to write answer in note form. 2. Learners answer the questions by referring to the text on page 95 of the Coursebook. EXTENSION Feedback Elicit answers from the class. Suggested answers 1 it is accesible; 2 paparazzi, press, themselves; 3 talent is unimportant		
Workbook page 71	Workbook: Activity 4 1. Draw learners' attention to the key vocabulary on the board or chart. Revisit briefly and then erase/remove. 2. Learners complete Activity 4 individually. CORE Feedback 1. Learners give their Workbook to another learner for peer marking. 2. Elicit answers from the class. Answers 1 public eye; 2 limelight; 3 red carpet/events; 4 publicity; 5 fascinated; 6 press; 7 privacy/leak; 8 celebrity/status		
Resources	Plenary 1. Divide the class into two teams. 2. Call out target vocabulary and ask for definitions, synonyms and meaningful sentences. 3. Award points for correct answers. N.B. Can also be done using Kahoot or Plickers.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G12.3.1.1.1) Read informational texts, within a range of complexity appropriate for Grade 12; using active reading strategies. (G12.4.2.1.1) Build on and continue applying language structures learned previously.			

LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 12	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To develop learners' ability to understand personal opinions and to recognise natural speech features such as paraphrasing and self-correction. Speaking: To get learners to take part in a discussion and present/justify their opinions.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • identify and understand others' personal opinions • recognise and employ features of natural speech such as self-correction and paraphrasing • paraphrase in order to clarify/justify their personal opinion.
Link to prior learning: <ul style="list-style-type: none"> • Lexis connected to films and celebrities • Natural features of spoken language 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>cons, minuses, drawbacks, pluses, benefits, pros</i> Key expressions/structure: <i>What I mean is ... , To put it another way ... , You know ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • One of the features of natural speech is the stop-start nature, self-corrections, paraphrasing, reformulations, etc. This can be off-putting for learners. Explain that being able to recognise these features will help them enormously in their understanding. For example, if they feel they don't understand something it will probably be rephrased later in the discourse. Support the learners and provide with many examples. 		
Resources/equipment needed: Coursebook page 96 Workbook page 72 Audio Track 30 Board		

UNIT 5 LESSON 9 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
Coursebook page 96	<ol style="list-style-type: none"> 1. Read the starter questions to the class: <i>What are the benefits of being famous? What are the drawbacks?</i> 2. Have learners brainstorm their answers. Write learners' ideas on the board. You will need to refer to later. 3. Elicit as much key vocabulary as possible.
Resources	Main Activity
Coursebook page 96 Audio Track 30	<p>Listening: Activity 1</p> <ol style="list-style-type: none"> 1. Explain to learners that they will listen to four famous people talking about how they feel about fame. Tell the learners that the famous people are an actor, a children's book author, a footballer, and a fashion designer. Elicit from learners how they think these people will perceive fame. Feed in key vocabulary at this stage. 2. Play the first part of the recording. Abdullah is speaking. Allow learners to discuss in pairs. 3. Draw learners' attention to the <i>Language tip</i> box and the use of 'let's not' + infinitive for strong imperative. 4. Play the rest of the audio. 5. Allow learners to discuss their answers. 6. Play the audio again so learners can check their answers. <p>CORE</p> <p>Feedback</p> <p>Group feedback. Elicit from learners some words/expressions which helped them.</p> <div style="background-color: #d3d3d3; padding: 5px;">Answers</div> <p>Abdullah likes being famous and appreciates the opportunities it has brought him. However, he can understand the difficulties fame brings – constant attention, being in the spotlight all the time etc. Sultan doesn't consider himself as famous. He knows he should be a role model but has no desire to be in the spotlight; Mariam generally enjoys being famous and thinks it's important that celebrities appreciate their fans; Kholoud can't understand why anyone would choose to be famous. For her it's just a way of doing business.</p>
	<p>Differentiation activities (Support):</p> <p>Give copies of the tape script to the learners. They locate and underline the key expressions which help identify the speakers' feelings.</p>
	<p>Differentiation activities (Stretch):</p> <p>Learners make notes as they listen. In pairs they try to reconstruct the monologues.</p>

<p>Coursebook page 96 Audio 30</p>	<p>Listening: Activity 2</p> <ol style="list-style-type: none"> 1. Refer to the advantages and disadvantages that learners thought of at the beginning of the lesson. Ask if any of these were mentioned by the speakers. 2. Play the recordings once only pausing after each speaker to allow learners to write in the graphic organiser. 3. Learners compare their answers with a partner before sharing them with the class. <p>CORE Feedback Draw the graphic organiser on board and ask for volunteers to complete it. Encourage peer correction when necessary.</p> <p>Answers</p> <p>Learners' own answers</p>
<p>Coursebook page 96</p>	<p>Speaking: Activity 3</p> <ol style="list-style-type: none"> 1. Go through <i>Speaking tip</i> about paraphrasing with learners. Explain that this is a very common and natural feature of spoken language. 2. Do the first sentence together with the class. Explain that there are probably several ways in which the same idea can be expressed. 3. Allow the learners to work in pairs or small groups to complete the task. <p>CORE Feedback Elicit answers from each group and write on board. Only correct where absolutely necessary.</p> <p>Possible Answers</p> <p>1 It's tough being a celebrity; 2 Being a celebrity has created many opportunities; 3 It's great being in the public eye but I still have to spend time with my family and friends; 4 You must behave well all the time; 5 I have the best job in the world</p>
<p>Workbook page 72</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Refer learners to the language tip. Tell them that this exercise will help them with synonyms from the listening in the Coursebook. 2. Learners do task. <p>DESIRABLE Feedback As class. Elicit further synonyms.</p> <p>Possible Answers</p> <p>1 respect; 2 create opportunities; 3 get; 4 in the public eye; 5 weird; 6 celebrity party</p> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners use tape script to check answers. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners listen to recording again to check.
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. Play 'Hot seat'. Divide the class into two teams. One member of the team comes to the front of the class and sits with his back to the board. Write a sentence/ expression on the board. The rest of his team has one minute to make their team member say what's on the board. They cannot say the words and they cannot use any gestures or sign language.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G12. 2.2.1.1.7) Discuss their personal opinions, ideas, and individual perspectives within small groups of peers; summarising points of agreement and disagreement and justifying personal view.			

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 12	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To develop learners' ability to understand personal opinions and to recognise natural speech features such as paraphrasing and self-correction. Speaking: To get learners to take part in a discussion and present/justify their opinions.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • identify and understand others' personal opinions • recognise and employ features of natural speech such as self-correction and paraphrasing • paraphrase in order to clarify/justify their personal opinion.
Link to prior learning: <ul style="list-style-type: none"> • Lexis connected to films and celebrities • Natural features of spoken language 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>cons, minuses, drawbacks, pluses, benefits, pros</i> Key expressions/structure: <i>What I mean is ... , To put it another way ... , You know ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • One of the features of natural speech is the stop-start nature, self-corrections, paraphrasing, etc. This can be off-putting for learners. Explain that being able to recognise these features will help them enormously in their understanding. For example, if they feel they don't understand something it will probably be rephrased later in the discourse. Support the learners and provide with many examples. 		
Resources/equipment needed: Coursebook page 97 Workbook pages 72–73 PCM 9 (one role card per learner) Audio Track 30 Board		

UNIT 5 LESSON 10 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
	<ol style="list-style-type: none"> 1. Prepare some sentences and put on board. 2. Ask learners to paraphrase or reformulate them.
Resources	Main Activity
Coursebook page 97 Audio Track 30	<p>Speaking: Activity 4</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the speech bubbles. Drill the phrases and highlight connected speech, for example the way 'what' and 'I' connect to sound more like one word. 2. Play the recordings. Learners quickly check with their partner. 3. Play the recording again stopping after each example. 4. Elicit why speakers use such expressions, then go through <i>Language tip</i> box. <p>CORE</p> <p>Feedback</p> <p>Feedback when you stop the tape after each example.</p> <p style="background-color: #d3d3d3;">Answers</p> <p>You know = 7 times; (What) I mean = 6 times; To put it another way = 2 times</p> <p>Differentiation activities (Support):</p> <p>Learners use tape script and underline all examples of the expressions.</p> <p>Differentiation activities (Stretch):</p> <p>Learner try to note down what follows the phrases.</p>
Coursebook page 97	<p>Speaking: Activity 5</p> <ol style="list-style-type: none"> 1. Explain to the learners that there will be several ways in which the sentence can be rephrased. 2. Learners complete the task. <p>CORE</p> <p>Feedback</p> <p>Elicit possible answers from learners making sure they say the original statement followed by the reformulated one introduced by one of the phrases. You may work on pronunciation, especially connected speech.</p> <p style="background-color: #d3d3d3;">Possible Answers</p> <p>1 You know, I can't stand being in the public eye all the time; 2 What I mean is that they are the reason I am here; 3 To put it another way, it's just what I do.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners work in pairs or small groups to complete task. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners think of more examples to practise with a partner.

<p>Workbook page 72</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> Learners do the task. They can paraphrase. <p>DESIRABLE Feedback Ask volunteers to read sentences with the missing word.</p> <p>Possible Answers</p> <p>1 best; 2 What; 3 You; 4 successful; 5 mean; 6 problem; 7 get; 8 great</p>
<p>Workbook page 73</p>	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> This activity provides further practice with synonyms but also leads into the final speaking activity. Explain the task and make sure the learners are aware that they need to line up the opposites (binominal pairs) across the tables. Learners do task. <p>DESIRABLE Feedback Group feedback onto board. If they haven't already, elicit the binominal pairings.</p> <p>Answers</p> <p>2 pros and cons; 3 pluses and minuses; 4 benefits and drawbacks</p>
<p>Workbook page 73</p>	<p>Workbook: Activities 4 and 5</p> <ol style="list-style-type: none"> Explain to learners that these activities will help prepare them for the final speaking task. Learners work together to complete the mind map and to add other pros and cons. <p>CORE Feedback Whole group. Whether learners see the point as an advantage or disadvantage is down to personal preference. To further reinforce the language point, encourage the learners to justify themselves.</p> <p>Answers</p> <p>Learners' own answers</p>
<p>Coursebook page 97 PCM 9</p>	<p>Speaking: Activity 6</p> <ol style="list-style-type: none"> Explain to learners what is going to happen and make sure everyone understands. Give each student a role card (from PCM 9) and tell them that this is what they are famous for, and this is how they perceive fame. They are going to take part in a discussion on the advantages/disadvantages of fame. Give learners time to prepare. Time permitting, you may want to put some roles together to prepare before joining discussion group. Put learners into groups of four to have discussion. Monitor carefully providing prompts where necessary. Note down common errors and good use of (target) language. <p>CORE Feedback Go through the common errors you noted down and praise good use of the target language.</p>

Coursebook page 97	<p>Speaking: Activity 7 Elicit from each group who they thought made good arguments and justified their points of view quite clearly. Elicit examples.</p> <p>DESIRABLE Feedback Deal with some of the common errors you noted during the discussion. Encourage peer and self-correction. Also, put some examples of good use of the target language.</p>		
Resources	<p>Plenary</p> <p>1. Ask for a volunteer from each group to perform the discussion in front of the whole class. The rest of the class observes and notes down each time a point is justified.</p>		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs: (G12. 2.2.1.1.7) Discuss their personal opinions, ideas, and individual perspectives within small groups of peers; summarising points of agreement and disagreement, and justifying personal view.</p>			

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 12	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To enable learners to engage with and understand more challenging texts. Speaking: To get learners to engage collaboratively and discuss the topic of a given text.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • Read longer formal texts • Understand the topic of a paragraph • Learn vocabulary associated with the topic.
Link to prior learning: <ul style="list-style-type: none"> • Engage further with the topic of celebrity and film by gaining some background information on the film productions 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation skills: Master all idea-sharing activities in order to keep learners' minds open to accepting and understanding many ideas and concepts to communicate in English 		
Key vocabulary: <i>advances, move forward, generated, image, major, processing, reality, transported, virtual, animated, modeling, layout</i> Key expressions/structure: adverbs of manner, a process essay		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners do not engage with more challenging texts as they see them as inaccessible. • Grade tasks to ensure accessibility and give learners enough time to read and reread the text as appropriate. 		
Resources/equipment needed: Coursebook pages 98–99 Workbook page 74 Board		

UNIT 5 LESSON 11 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
Coursebook page 98	<ol style="list-style-type: none"> Learners discuss the starter question as a whole class. Say, Look at the photograph. Ask: <i>What can you see?</i> Elicit what learners think might have happened. Ask: <i>Have you seen a 3D film recently?</i> Ask what the film was called and whether they enjoyed it. Elicit what 4D means. Ask: <i>Have you tried the 4D film experience?</i> Ask learners to tell you about their experiences. Ask: <i>What do you think going to the cinema will be like in ten years' time?</i>
Resources	Main Activity
Coursebook page 98	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> Learners read the texts, allow sufficient time or select learners to read it out. Learners answer the questions that follow. <p>CORE Feedback Organise learners into groups of four and ask them to compare and peer correct for questions 1 and 2. Groups come to a group decision for question 3.</p> <p>Answers</p> <p>1d; 2e; 3b; 4c; 5a 2b</p>
Workbook page 74	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> Learners work on their own and try to match the meaning with the word in the cloud. <p>DESIRABLE Feedback Peer check.</p> <p>Answers</p> <p>1 advances; 2 generated; 3 image; 4 layout; 5 major; 6 modeling; 7 processing; 8 reality; 9 transport; 10 virtual; 11 animation; 12 forward</p>
Coursebook page 99	<p>Speaking: Activity 2</p> <ol style="list-style-type: none"> In groups, learners discuss the questions. Appoint group leaders to ensure everyone contributes to the discussion. You could give each learner three or four slips of paper and every time they contribute to the discussion the put a slip in the middle of the table. The leader can check that everyone has used all their slips by the end of the discussion. <p>CORE Feedback Nominate a different group to share their ideas for each of the points.</p> <p>Answers</p> <p>Learners' own answers</p>

Resources	Plenary		
	<ol style="list-style-type: none"> 1. Ask each learner to select a word from the text they have read. It should be a new word that they have not met before and they need to be able to give it a definition. 2. Station two or three stronger learners (checkers) by the board. Remaining learners come to the board, write up their word and tell one of the Checkers the definition. The Checker awards an exit pass if they are happy with the definition. 		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Group discussions	Comparing to classmates writing		Verbal feedback
Standards/SLOs:			
(G12.4.4.1.1) Gather information from multiple sources, assess the usefulness of each source.			

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 12	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Reading: To enable learners to engage with and understand more challenging texts.</p> <p>Writing: To develop learners' ability to produce an essay that describes a specific process; representing the stages in a coherent logical progression.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • use active reading strategies to form an overview and extract specific details from an informative text • understand the layout of a process essay • write a short process essay form a choice of three subject areas.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Engage further with the topic of celebrity and film by gaining some background information on the film production <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Not applicable 		
<p>Key vocabulary: <i>advances, move forward, generated, image, major, processing, reality, transported, virtual, animated, modeling, layout</i></p> <p>Key expressions/structure: adverbs of manner; a process essay</p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Learners do not engage with more challenging texts as they see them as inaccessible. • Grade tasks to ensure accessibility and give learners enough time to read and reread the text as appropriate. 		
<p>Resources/equipment needed:</p> <p>Coursebook page 99</p> <p>Workbook pages 74–75</p> <p>Board</p>		

UNIT 5 LESSON 12 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
	<ol style="list-style-type: none"> Review content of previous lesson: <i>What is 3D and VR?</i> Ask learners what is the last animated film that they saw.
Resources	Main Activity
Coursebook page 99	Reading: Activity 3 <ol style="list-style-type: none"> Learners read the essay about the process of making an animated film. Learners complete the process diagram on the page using the text as a guide. CORE Feedback In pairs, learners compare their answers and peer correct. Round off with whole class feedback. <div style="background-color: #e0e0e0; padding: 2px;">Answers</div> Pre-production phase (green) 2-storyboard, Production phase (blue) 3-layout, 4-modeling, 5-detailed animation, Post-production phase (yellow) 6-editing, 7-sound effects;
Workbook page 74	Workbook: Activity 2 <ol style="list-style-type: none"> Draw learners' attention to the reading on page 99 of the Coursebook. Learners complete the questions individually or in pairs. DESIRABLE Feedback Pairs join with another pair and compare/peer correct. Project answers on board for learners to check against. <div style="background-color: #e0e0e0; padding: 2px;">Answers</div> 1 two; 2 two; 3 it tells the reader what the essay is going to be about; 4 150
Workbook page 74	Workbook: Activities 3 and 4 <ol style="list-style-type: none"> Draw learners' attention to the <i>Language tip</i> box. Support learners in distinguishing adverbs of frequency and adverbs of manner. Learners complete the activities. DESIRABLE Feedback Peer check and whole class feedback. <div style="background-color: #e0e0e0; padding: 2px;">Answers</div> Activity 3: quietly, fully, neatly, perfectly; Activity 4: Learners' own answers
Workbook page 75	Workbook: Activity 5 <ol style="list-style-type: none"> Learners choose one of the three topics (the process for how stereoscopic 3D works and making an animated film are given in the two reading texts). For the process of writing an essay, learners should be familiar with, for example planning/brainstorming, organising ideas, writing an introduction, writing body paragraphs and lastly writing a conclusion. Learners plan the content of their essay. They use the arrow template to break down the stages of the process.

	<p>CORE Feedback Pairs compare.</p> <p>Answers</p> <p>Learners' own answers</p>		
<p>Workbook page 75</p>	<p>Workbook: Activity 6</p> <p>1. Learners use their answers from Activity 5 to write their process essay. They can use the essay on page 99 of their Coursebook as a guide too.</p> <p>CORE Feedback Provide individual AFL informed feedback.</p> <p>Answers</p> <p>Learners' own answers</p>		
	<p>Differentiation activities (Support):</p> <p>1. Draw learners' attention to the sample text on page 99 of the Coursebook. 2. Learners paraphrase or adapt the text to their chosen topic. 3. Remind learners to use sequencing words, for example first, then, next to help with cohesion.</p>		
	<p>Differentiation activities (Stretch):</p> <p>1. Learners research more information online to inform their writing. 2. Learners should be required to use three adverbs of manner in their writing.</p>		
	<p>Resources</p> <p>Plenary</p> <p>1. Learners can play an adverb of manner game. Teacher has a list of ten verbs, for example <i>walk, talk, kick, cry, think, run, cycle, crawl, swim, write</i> and a list of 20 adverbs of manner, for example <i>happily, neatly, carefully, accidentally, angrily, badly, beautifully, boldly, bravely, brightly, busily, cheerfully, clearly</i>, etc. 2. Learners then choose one verb and one adverb and act it out for the other learners to guess.</p>		
<p>Learning styles catered for (✓):</p>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<p>Assessment for learning opportunities (✓):</p>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Group discussions	Comparing to classmates writing	Written work and feedback	Verbal feedback
<p>Standards/SLOs: (G12.2.1.1.2) Read with a sufficient level of proficiency to consult print or online references; read varied informational and literary texts with comprehension.</p>			

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 12	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To help learners to notice how some parts of speech take a weak form during continuous speech. Reading: To develop learners' ability to read for meaning from context, and recognise target forms.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> recognise key language points from informational written texts (newspapers and magazines).
Link to prior learning: <ul style="list-style-type: none"> Films and celebrities: associated vocabulary and lexis, skills 21st Century Skills: <ul style="list-style-type: none"> Not applicable 		
Key vocabulary: <i>Bollywood, film industry, on set, improvisation, piracy, reference point</i> Key expressions/structure: <ul style="list-style-type: none"> The use of the passive voice (present simple/past simple) in written informational texts and reference in spoken grammar. The use of more complex tenses in the passive (advanced learners). Focus on other written devices, features and structures in informational texts. 		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners may not be able to form the passive through changing verbs, nor recognise versions of 'be'. Use the meaning and form parts of the lesson to establish clarity. Learners may think that <i>any</i> use of 'to be' constitutes the passive – again allow learners to notice patterns and monitor with checking questions. Learners may not understand why the passive is used with certain information: it is important to underline the reasoning in journalistic and informational texts. 		
Resources/equipment needed: Coursebook pages 100-101 Workbook page 76 Whiteboard Cut up sentences with the elements of the passive verb phrases colour coded (<i>has/have</i> red, <i>was/were</i> blue, <i>past participle</i> green)		

UNIT 5 LESSON 13 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
Coursebook page 100	<p>Starter:</p> <ol style="list-style-type: none"> Learners work in pairs or in small groups. Ask: <i>What do you know about Bollywood and the Indian film industry? Why do you think it has this name?</i> Learners could brainstorm or use sticky notes and bring to the board. <p>Feedback Elicit some possible key lexis or vocabulary and place on the board for reference.</p> <p>Answers</p> <p>Learners' own answers</p>
Resources	Main Activity
Coursebook page 100	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> Put learners into groups of three. Assign one text to each learner. Explain that they have to read their text and make notes (you might want to quickly review note taking techniques). In their groups, each learner tells the others about what they read. <p>CORE</p> <p>Feedback: Learners report back on a text they did not read, writing any key/unknown vocabulary on the board. Encourage peer teaching of vocabulary.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Group the learners with consideration of abilities: the stronger can help the less able if required. Provide definitions for any more challenging vocabulary. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Produce definitions for the vocabulary from their own words (meaning from context). If learners discover meanings quickly ask them to write some of the words on slips of paper. Then put in a hat and another picks one out and defines the word/ uses it in a sentence.
Coursebook page 101	<p>Language Focus: Activity 2</p> <ol style="list-style-type: none"> Refer the learners to Activity 2. Write the following sentences on the board: Millions of Indians attend cinemas regularly. Cinemas are attended regularly by millions of Indians. Ask learners what the difference in meaning is between the two sentences. (No difference.) Ask learners if they know the names of the different forms. (Active, passive.) Ask why the passive is used in the second sentence. (The focus is on the cinema being attended and not the number of Indians attending.) Elicit the form of the passive and as a class create a rule (<i>be</i> + past participle). Go through the <i>Use of English</i> box with the learners.

	<p>CORE Feedback</p> <ol style="list-style-type: none"> 1. Use checking questions and drill/error-correct for accuracy. 2. Ask for a raise of hands, drawing of happy, sad or neutral faces to gauge understanding. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Give learners some cut up sentences with the elements of the passive verb phrases colour coded (<i>has/have</i> red, <i>was/were</i> blue, <i>past participle</i> green). Have them order the sentences and encourage them to notice the patterns. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Possibly reproduce the texts without underlining to challenge learners to discover more for themselves. 2. Give learners a variety of different verbs and challenge them to create sentences using passive voice in a nominated tense.
<p>Workbook page 76</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Concept check for the past-simple passive. 2. Learners individually complete the cloze activity. <p>CORE Feedback</p> <p>Learners exchange answers and mark each other's as the teacher reads them out. This is another chance to discover the form. Concept check on verb agreements, irregular verbs and pronunciation with accurate short forms if asking learners to repeat.</p> <p>Answers</p> <p>was invented; 2 were made; 3 was held; 4 was filmed; 5 was written</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Work in pairs or write down the form with an example from the <i>Language focus</i> and given these to the learners. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. No aids or help for the task. 2. Ask learners to justify their choices. 3. Ask learners to try converting to the present simple passive.
<p>Workbook page 76</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Use an example from the Workbook Activity 1 and ask the class what it would look like in the active. Elicit an active version from the learners. 2. Now ask them individually to complete the activity. <p>EXTENSION Feedback</p> <p>Pairs compare, then invite learners to write their answers on the board for language analysis/error correction. Class mates can ask questions – justifications for answers</p> <p>Answers</p> <p>1 The same actors are often used over and over again by directors; 2 The UAE was recognised as a location for its films by Bollywood; 3 In the last century, Bollywood films were watched by many British people; 4 The profitability of the industry was strongly affected by piracy; 5 Several different films were made by the same actors.</p>

Resources	Plenary		
	<p>1. Play one of these games.</p> <p>2. Play a ‘whispers game’ where learners sit in a circle or line and one begins with a ‘fact’ from the lesson in the passive tense and the end learner has to say the sentence out loud. A correct answer equals an exit ticket.</p> <p>3. Alternatively, play this game. Have each learner provide one ‘fact’ from the lesson in the passive and place these on the board until there is a ‘fact-file’ that can be used to supplement the following production Lesson 14.</p> <p>Feedback Award bonus points for accurate spoken grammar. Set a precedent for future lessons of similar type.</p>		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G12.2.1.1.1) Build upon and continue using a variety of language functions and expressions.</p> <p>(G12.2.1.1.3) Initiate and participate effectively in a range of collaborative discussions with diverse partners, building on others’ ideas and expressing their own ideas clearly and persuasively.</p> <p>(G12.2.2.1.1) Present information, claims, findings and supporting evidence using precise language.</p> <p>(G12.2.1.1.1) Read a variety of genres (informational text) with a wide range of complexity appropriate for Grade 12.</p>			

LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 12	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Listening: To get learners to listen to oral presentations (key information, language and vocabulary).</p> <p>Speaking: To get learners to present information from a text; to communicate ideas to others using the target language.</p> <p>Reading: To develop learners' ability to identify language from a text; to read and analyse a visual presentation.</p> <p>Writing: To enable learners to write/complete sentences in the passive and demonstrate understanding of form; to write an informational piece for presentation; To get learners to note key information from texts; to create an informational poster.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • understand the meaning and form of the passive in basic tenses and apply in writing • to present an informational poster based on the reading texts • To conduct research on a theme • to use the passive in spoken grammar • to evaluate and assess presentations based on key content, language • present key information based on a poster using the target language and spoken grammar
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Films and celebrities: associated vocabulary and lexis, skills. <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Learning and innovation skills: Master learning to develop, implement, and communicate new ideas to others in English effectively. 		
<p>Key vocabulary: <i>Bollywood, film industry, on set, improvisation, piracy, reference point.</i></p> <p>Key expressions/structure:</p> <ul style="list-style-type: none"> • The use of the passive (simple present and simple past) in written informational texts and reference in spoken grammar. • The use of more advanced tenses in the passive (advanced learners). 		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Learners may not be able to form the passive through changing verbs, nor recognise versions of 'be'. Use the meaning and form parts of the lesson to establish clarity. • Learners may think that any use of 'to be' constitutes the passive – again allow learners to understand the rules and monitor with checking questions. • Learners may produce unnatural pronunciation in spoken grammar – monitor and error correct. 		
<p>Resources/equipment needed:</p> <p>Coursebook pages 100–101</p> <p>Workbook page 77</p> <p>Whiteboard</p> <p>iPads (if available)</p> <p>Poster (A3) and pens</p> <p>Film award (e.g. a certificate to be given out to the winning group in Workbook Activity 4 (optional))</p>		

UNIT 5 LESSON 14 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

<p>Resources</p>	<p>Starter</p> <ol style="list-style-type: none"> 1. Ask learners to close their books and recall 'facts' from the last lesson – place these on the board as a fact-file; elicit the target language where possible. 2. If a 'fact-file' was created last lesson focus on recalling this with relevant expressions. 3. Drill learners on correct pronunciation.
<p>Resources</p> <p>Coursebook page 101</p>	<p>Main Activity</p> <p>Language Focus: Activity 3</p> <ol style="list-style-type: none"> 1. Learners find and underline examples of the passive voice in the texts on page 100. 2. Have two volunteers write the sentences on the board. 3. In pairs, learners change the sentences from passive to active. 4. Ask volunteers to write the sentences on the board. 5. Focus on the weaker form of was and drill the learners. <p>DESIRABLE</p> <p>Feedback</p> <p>Have whole class feedback with peer correction. Try to let the learners lead this activity. Ask learners what they notice about the active sentences for Text 2. (We don't know or it's not important who did the action.)</p> <p>Answers</p> <p>(Text 1) They name the film industry Bollywood. Bollywood makes almost a thousand films (a year). Millions of Indians attend cinemas regularly.</p> <p>(Text 2) They produced the first Indian film in 1899. They made films in small production units.</p> <p>(Text 3) Piracy affects investment.</p>
<p>Workbook page 77</p>	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Divide the learners into groups. 2. Learners choose a film they would like to make a poster about. It could be a Bollywood film but it does not have to be. Provide a <u>set time</u> for supplementary research online. This will help to differentiate the material presented and will help learners to apply language outside of the book. This is also a key skill and good to initiate learners in to best practices for research. 3. Learners create mind map, rough design and then produce their poster on A3. <p>CORE</p> <p>Feedback</p> <p>Appoint a group leader and ask them to lead a critical examination of the poster their group has produced.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Assign roles according to ability. Pair with a stronger learner to perform a single role, for example researcher. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask the learners to summarise and turn the notes/mind map taken from research into complete sentences. 2. Pair learners accordingly for feedback – match to lower-level learners – groupings and collaborative methods.

<p>Coursebook page 101</p>	<p>Activity 4: Speaking</p> <p>1. Presenters place posters around the class room and stand by them. They must answers questions from the class about the films.</p> <p>CORE Feedback Encourage learners to help each other with speaking.</p> <p>Answers</p> <p>Learners' own answers</p> <hr/> <p>Differentiation activities (Support):</p> <p>1. Use group roles to support learner strengths, encourage them to help each other with production of the target language.</p> <p>2. Write down some briefing notes and possible questions to scaffold the task.</p> <p>3. Award points to support learner motivation.</p> <hr/> <p>Differentiation activities (Stretch):</p> <p>1. Ensure that stronger leaners are given more challenging roles such as with speaking and on the committees, collating data from the reporters and writing the summaries. Ask them to use the target language as often as possible.</p>
<p>Workbook page 77</p>	<p>Workbook: Activity 4</p> <p>1. Refer learners to the graphic organiser.</p> <p>2. Learners go on a gallery walk and visit the posters. They ask questions about the poster. They make notes.</p> <p>3. Tell learners they can award bonus points to speakers who use the passive tense.</p> <p>DESIRABLE Feedback Have a whole class feedback session. Have a class vote for the best poster.</p> <p>Answers</p> <p>Learners' own answers</p>
<p>Resources</p>	<p>Plenary</p> <p>If you completed Workbook Activity 4, collect the marks from the learners. The winner can collect a Film Award! Choose several learners to present the Film Award' certificate at the ceremony. This should be a fun activity that can also integrate speaking: <i>The winner was chosen ... The team was selected ...</i></p>

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G12.2.1.1.1) Build upon and continue using a variety of language functions and expressions. (G12.2.1.1.3) Initiate and participate effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own ideas clearly and persuasively. (G12.2.2.1.1) Present information, claims, findings and supporting evidence using precise language. (G12.2.1.1.1) Build upon and continue using a variety of language functions and expressions.			

LESSON PLAN		LESSON: 15
Teacher:		Subject: English
Grade: 12	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Writing: To review learners' use of passive, past passive and idiomatic phrases.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • demonstrate their understanding of vocabulary and themes covered in Unit 5 • demonstrate their understanding of, and be able to use in context, the language structures and functions reviewed in this unit.
Link to prior learning: <ul style="list-style-type: none"> • Key lexis and grammar from earlier unit lessons 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: lexis from the unit: <i>celebrity, event, publicity, respond, award, paparazzi, red carpet, invited, suggested, apologised, mentioned, agreed, confirmed</i> Key expressions/structure: Language structures from the unit: passive, past passive, idiomatic phrases		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may need to be reminded of the grammar rules for key structures from the unit, along with key definitions of certain grammatical terms. Teachers can choose to provide explanations before learners attempt the task or after learners have attempted the task, using the exercises as a basis to clarify the usage of the various forms. 		
Resources/equipment needed: Coursebook pages 102–103		

UNIT 5 LESSON 15 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
	<ol style="list-style-type: none"> 1. Tell learners that during this lesson they are going to review the vocabulary, themes and the language structures they have learnt throughout Unit 5. 2. Ask learners to write down all the vocabulary that they have learnt in this unit, each group writes in an A3 paper (pull out the winning group).
Resources	Main Activity
Coursebook page 102	<p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1. Learners review the vocabulary from the unit by asking each other the definitions for different key vocabulary words. 2. Learners complete the activity with vocabulary given. <p>CORE</p> <p>Feedback</p> <p>Learners compare their answers in pairs. Elicit correct examples from the class.</p>
	<p>Answers</p>
	<p>1 award; 2 paparazzi; 3 red-carpet; 4 celebrity; 5 event; 6 respond; 7 publicity</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners could either work in mixed ability pairs for additional support or the activity could be given as a multiple choice, ask the learners to choose the correct ones.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to use the words to write their own sentences.
Coursebook page 102	<p>Vocabulary: Activity 2</p> <ol style="list-style-type: none"> 1. Learners review the vocabulary used for reported speech. 2. Learners complete the activity with vocabulary given. <p>CORE</p> <p>Feedback</p> <p>Learners compare their answers in pairs and then elicit the correct answers from the class.</p>
	<p>Answers</p>
	<p>1 confirmed; 2 suggested; 3 invited; 4 agreed; 5 apologised; 6 mentioned</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Allow learners to work in pairs/groups.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to write a sentence using the words.
Coursebook page 102	<p>Language Focus: Activity 3</p> <ol style="list-style-type: none"> 1. Review idiomatic phrases. 2. Learners match the idiom with its meaning. <p>CORE</p> <p>Feedback</p> <p>Feedback can be done as a peer review activity.</p>
	<p>Answers</p>
	<p>1 b; 2 f; 3 e; 4 a; 5 c; 6 g; 7 d</p>

Coursebook page 102	<p>Language Focus: Activity 4</p> <p>1. Learners review the past passive. 2. Learners rewrite the words into sentences with the past passive.</p> <p>CORE Feedback Learners work in pairs to compare answers then elicit the correct answers from the class.</p> <p>Answers</p> <p>1 Bollywood was developed in the 19th century; 2 Bollywood films were made in India; 3 the film awards of 2016 was held in Dubai; 4 The actor was seen in the restaurant; 5 Pictures were taken by photographers.</p>		
Coursebook page 103	<p>Language focus: Activity 5</p> <p>1. Review passive forms. 2. Learners complete the activity.</p> <p>CORE Feedback Learners compare answers.</p> <p>Answers</p> <p>1 c, 2 b, 3 a, 4 c, 5 b, 6 a</p>		
Resources	Plenary		
Coursebook page 103	<p>1. Ask the learners to complete the self-assessment table in the Coursebook individually. They can ask if they don't understand some points. 2. Tell them it's very important for both teacher and student, after finishing to have feedback. This way the teacher can identify the class's weaknesses and develop more activities and lessons to help the learners improve.</p>		
Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs: (G12.2.1.1.1) Build upon and continue using a variety of language functions and expressions.</p>			

LESSON PLAN		LESSON: 16
Teacher:		Subject: English
Grade: 12	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Speaking: To develop learners' ability to discuss with a group, giving opinions in previous topics and present a film made by the learners and talk about it.</p> <p>Writing: To develop learners' ability to write notes based on group discussion and compare and contrast using a Venn diagram.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> plan all the stage directions and props needed to shoot scenes from a short play they have written.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> Lexis from Unit 5 <p>21st Century Skills:</p> <ul style="list-style-type: none"> Learning and Innovation Skills: Collaborate with others to create, plan and execute team interdisciplinary projects by exhibiting flexibility and a willingness to make compromises to accomplish a common goal 		
<p>Key vocabulary: Lexis related to art and theatre.</p> <p>Key expressions/structure: Not applicable</p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p>		
<p>Resources/equipment needed:</p> <p>Coursebook pages 104–105</p> <p>Papers and pencils for learners to write notes (notebooks)</p> <p>Camera, smartphone or tablet.</p> <p>Applications to help learners edit their scenes (stop motion)</p>		

UNIT 5 LESSON 16 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 9).

Resources	Starter
Coursebook page 104	<ol style="list-style-type: none"> 1. Ask learners to talk about actors in a film and in theatre, which one should do more effort? Which one do they think have easier job? 2. Ask learners to talk in their groups about the differences between acting in a theatre and in a film, then elicit some answers and make it a whole class discussion.
Resources	Main Activity
Coursebook page 104	<p>Project preparation and planning: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to remember their play from the previous project ask them to go back to page 85 and look at the things they wanted to change in their play. 2. Tell learners to talk about it as group and note all of the changes that they agree on and make sure they apply it when they are shooting their scenes.
Coursebook page 104	<p>Project preparation and planning: Activity 2</p> <ol style="list-style-type: none"> 1. Learners write down what they need to make their film in the mind map. 2. Encourage learners to share ideas with their partners and write them on their mind maps. <p>Feedback Learners share their answers with their group and make sure all the information are related to shooting films. Randomly nominate feedback.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners work with a partner to complete the mind map. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to add one more sub-heading to their mind map and share it with their groups and then think about more things.
Coursebook page 105	<p>Project preparation and planning: Activity 3.</p> <ol style="list-style-type: none"> 1. Tell learners they are now going to shoot their film, they can use other places in the school to shoot their movie, for example canteen, library, science lab, gym, etc. Remind learners that they can use the same costumes and stage as before. 2. Make sure that every group has a camera or smart phone for shooting, and don't forget to have tablets so the learners can download their videos and edit them. It's really important to appoint specific tasks for each learner in the group, for example group leader (keeps everyone on task, monitors time and gives time reminders), camera operator, actors, editor. 3. Learners must also think about who will perform, who is going to shoot and who is going to edit the film. 4. Monitor learners while they are re-writing their scripts, make sure that all of the learners are on task. 5. Provide help if needed.
Resources	Plenary
	<ol style="list-style-type: none"> 1. Ask learners to come back and tell the teacher where they stopped and what they need to do tomorrow. 2. Remind learners to bring all the things they are going to need for their next class, ask them to complete their shooting in their free time or after school if they can.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G12.2.1.1.3) Initiate and participate effectively in a range of collaborative discussions with diverse partners. Building on other's ideas and expressing their own ideas clearly and persuasively.			

LESSON PLAN		LESSON: 17
Teacher:		Subject: English
Grade: 12	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Speaking: To develop learners' ability to discuss with a group, giving opinions in previous topics and present a film made by the learners and talk about it.</p> <p>Writing: To develop learners' ability to write notes based in group discussion and compare and contrast using Venn diagram.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • plan all the stage directions and props needed to shoot scenes from a short play they have written • present their film in the classroom and talk about their experience.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Lexis from Unit 5 <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Learning and Innovation Skills: Collaborate with others to create, plan and execute team interdisciplinary projects by exhibiting flexibility and a willingness to make compromises to accomplish a common goal 		
<p>Key vocabulary: Lexis related to art and theatre.</p> <p>Key expressions/structure: Not applicable</p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: Not applicable</p>		
<p>Resources/equipment needed:</p> <p>Coursebook page 105</p> <p>Papers and pencils for learners to write notes (notebooks)</p> <p>Camera, smartphone or tablet.</p> <p>Applications to help learners to edit their scenes (stop motion)</p> <p>PCM 10 (for alternative project option)</p>		

UNIT 5 LESSON 17 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners to talk about their experience of shooting a film, what was challenging? What did they like the most? 2. Tell learners to finish shooting if they haven't finished yet.
Resources	Main Activity
Coursebook page 105	<p>Project preparation and planning: Activity 4</p> <ol style="list-style-type: none"> 1. Provide tablets or computers so learners can start editing their films if they haven't already done so. Try to direct them to a simple application so they don't spend too long on editing their films. They will need though at least 1 hour to do the task adequately.
Coursebook page 105	<p>Activity 5</p> <ol style="list-style-type: none"> 1. Before learners present their films ask them to look at the diagram in the book, ask them why we use these types of diagrams. Elicit answers 2. Tell learners to complete the diagram with a partner in the group. <p>Feedback Whole class feedback.</p>
Coursebook page 105	<p>Activity 6</p> <ol style="list-style-type: none"> 1. Ask learners to present their films in the classroom, 2. Learners should talk about things like general observations about the differences between plays and films, the difficulties and solutions they came up with to make their videos, their favourite part of making the video, etc. 3. Tell them they have to talk about their experience for two minutes. 4. The rest of the class should make notes about their classmates films. They should make a table with two columns in their notebooks. In the first column, they should write down the name of each films. In the second column, they should make notes about the films.
Resources	Plenary
	<ol style="list-style-type: none"> 1. Ask learners to give feedback to each other about their films.
	Another option for the project
PCM 10	<ul style="list-style-type: none"> • If the learners in your school are not able to do this project, change it to a film review. • Learners should watch a film (make sure that the film is culturally appropriate and educational) and write a review about it. • Learners can also write their review in a Power Point presentation and then present it to the classroom. • Tell learners they can work in pairs but it's better to be individual. • You can use the PCM 10 to help the learners to organise their ideas and write a well-organised review with all the information needed.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G12.2.1.1.3) Initiate and participate effectively in a range of collaborative discussions with diverse partners. Building on other's ideas and expressing their own ideas clearly and persuasively.			

UNIT 1

Track 2

Richard: Hi, Peter! Good to see you.

Peter: Hi Richard, how are you?

Richard: I'm great, thanks, how about you?

Peter: Yes, I'm ok, thank you. Oh, look, it's Tom. Hi Tom! How was your summer?

Tom: Hi Peter. Hi Richard. My summer was absolutely fantastic!

Peter: Oh, really?

Tom: Yes, it was great. I had a brilliant time with my family.

Peter: Great! What did you do?

Tom: I went on vacation to South Africa with my parents and my brother. We usually go there every summer because we really like the weather. You see, it's winter in South Africa during our summer.

Peter: Yeah? What's the weather like there?

Tom: Well, normally, it's nice and cool, but occasionally there's a lot of rain. Luckily, the weather was good this time.

Peter: Oh good! How about you, Richard, did you go on holiday this summer?

Richard: Yes, I did. Our family went to Switzerland for our holiday.

Peter: Oh, really? Do you usually go there?

Richard: Errr ... yes we do. We usually go twice a year because we have family there.

Peter: Ok. Do you stay with your family when you visit?

Richard: Yes, all the time. We always stay at my uncle's house, so we can spend time together. How about you, Peter, how was your summer?

Peter: Umm it was ok ... You see, normally, we go to France, but every now and then we try somewhere different. Sometimes it's good and sometimes it's bad.

Richard: Oh, I see. So where did you go this year?

Peter: Well, we went to Thailand this time. We had never been there before and, umm, I don't think I want to go there again.

Richard: Really? What happened, Peter?

Peter: Well, err ... we normally eat out when we go on holiday because we enjoy trying the local food, but, every once in a while it's not a good experience.

Richard: Oh, no.

Peter: Yes, unfortunately, we ate out one night and the food was terrible! It rarely happens, but it was so bad that we were all sick the next day.

Richard: Oh, that's awful. But Peter, it only happened once in the holiday. Maybe it was just one bad restaurant.

Peter: I know, but now when I think of Thailand, I can only think of that food!

Richard: Oh, I see. Maybe next summer, you should just go to France like you usually do!

Peter: Yes, I think so!

Track 3

Peter: Yeah? What's the weather like there?

Tom: Well, normally, it's nice and cool, but occasionally there's a lot of rain. Luckily, the weather was good this time.

Peter: Oh, good! How about you, Richard, did you go on holiday this summer?

Richard: Yes, I did. Our family went to Switzerland for our holiday.

Peter: Oh, really? Do you usually go there?

Richard: Errr ... yes we do. We usually go twice a year because we have family there.

Peter: Ok. Do you stay with your family when you visit?

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Peter: Umm it was ok ... You see, normally, we go to France, but every now and then we try somewhere different. Sometimes it's good and sometimes it's bad.

Richard: Oh, I see. So where did you go this year?

Peter: Well, we went to Thailand this time. We had never been there before and, umm, I don't think I want to go there again.

Richard: Really? What happened, Peter?

Peter: Well, err, we normally eat out when we go on holiday because we enjoy trying the local food, but, every once in a while it's not a good experience.

Track 4

Interviewer: Has travel changed the way you perceive the world?

Teacher: Umm, yeah – let me think. Well, I grew up in a small, isolated village in the middle of nowhere with very few links to the outside world. Ah ... if I hadn't gone overseas, I'd find my job more difficult, I think. Travelling allows you to witness many beautiful sights, such as Mount Everest towering in the distance and sunsets at Ayer's Rock in Australia. I kind of think this has helped me to appreciate the beauty and diversity of our planet.

Interviewer: What did you miss most when you were living in other countries?

Teacher: Of course, living abroad, and very often in far-flung places, allowed me to meet other people from different walks of life and I made so many new friends. However, living in such out-of-the way places sometimes meant it was difficult to form close relationships and maintain friendships since I had to change schools frequently. If I'd stayed in one place, then I might have closer friends now, I guess.

Interviewer: How has travelling shaped your life?

Teacher: Well, although it was great to meet so many people from a variety of cultures and backgrounds, living off the beaten track in a foreign country without any close friends can be very challenging.

So, it's at times like these in such secluded places when you appreciate the importance of family. You know – the old saying, 'home is where the heart is' is very true when moving to a completely new country for the first time. I think that I mightn't appreciate my husband and children as much if I hadn't had the support of my family. Yeah, I have to say, travelling has definitely made me aware of what's important in life.

Track 5

How has travelling shaped your life?

Well, although it was great to meet so many people from a variety of cultures and backgrounds, living off the beaten track in a foreign country without any close friends can be very challenging.

So, it's at times like these in such secluded places when you appreciate the importance of family. You know – the old saying, 'home is where the heart is' is very true when moving to a completely new country for the first time. I think that I mightn't appreciate my husband and children as much if I hadn't had the support of my family. Yeah, I have to say, travelling has definitely made me aware of what's important in life.

Track 6

1. Hi everyone, now I'm going to tell you about something I really love. For me, it is the most exciting thing you can do. You ride in a boat down a river with lots of other people surrounded by crashing waves. You use paddles to get down the river and you try to stop the boat turning over. So, if you like outdoor sports, fun and a little danger, you will love it!
2. Ok, I'm going to talk to you today about the best sport in the world! I think everybody should try it because when you do it, you feel like you're Ironman. You ride on a board attached to a jet ski engine in the water, so you can fly ten metres above the sea, before diving back into the water. In my opinion, it is the best feeling in the world. You only need some balance and confidence, but even if you find those things difficult, believe me, you can still have lots of fun. I think everybody should try it.
3. Good morning, I'd like to tell you about one of the best experiences you will ever have. Some people say it is unnatural and even crazy to jump out of a plane by choice. But, for me, I think it's fantastic! Wouldn't you like to feel like you're flying through the sky like a bird? Yes, it's scary, but it's also such an amazing, life-changing experience. You will want to do it again and again! If I were you, I'd overcome my fear and try it!
4. OK everyone, can I tell you about my favourite sport? I think it's amazing and something that more people

should experience. If you like surfing, skateboarding or snowboarding, you will love this because it's very similar. Except you don't do it in the water, on a road or in the snow, but in the desert. In my opinion, it's so much fun and better than surfing, skateboarding and snowboarding put together. And – you can do it here in the UAE! All you need is a board and some sand dunes!

Track 7

1. Would passenger Mr. Mark Underwood please proceed immediately to Gate number 37? The 22.50 flight 'Gulf Speed Airlines' 78643 to London is about to board. That's Mr. Mark Underwood to gate number 37 please ...'
2. Ladies and gentlemen, the 23.00 Gulf Speed Airlines flight number. 00983 to Bali will now be boarding. All passengers at Gate 50 please prepare your boarding cards and head towards the designated area. Thank you ...'
3. Ladies and gentleman, the rescheduled Gulf Speed Airlines flight number 78394 to Singapore will now be ready for departure at 07.30. First class and Club World passengers please report to the check-in desks with your passports and boarding cards. Thank you ...'

Track 8

- a. Hello, my name is Ahmed, and I am a Captain and pilot for Gulf Speed Airlines. I live in Abu Dhabi and I have been working for the company for 15 years. As a pilot you carry the ultimate responsibility. You'll be working long hours and require considerable concentration. You will be flying with a co-pilot, but you will also be preparing the take-offs and landings yourself. You will not be sleeping on the plane – that is for sure!
- b. Hi, my name is Jessica, I'm British, 27 years old and I work as a member of the cabin crew for Gulf Speed Airlines. I work mainly on long-haul flights to major airports. The job is great because you'll be travelling to far-flung destinations regularly. This year I went to Paris and Tokyo. As a member of the cabin crew, I will normally be giving safety instructions to passengers and making them feel comfortable. During flights, I'll be serving meals and refreshments and ensuring that people are well looked after. The travel is exciting because you might be landing in Asia one day and Europe the next. The luxurious first class lounge will be opening on our flagship plane next week for a preview and I should hopefully be seeing this soon because I work for the company.
- c. Hello there, my name is Abdullah and I am the Finance manager for Gulf Speed Airlines. I have been working here for ten years and I'm based in Abu Dhabi, but I actually work globally. As someone working on the financial side, I will be regularly preparing briefs and accounts for the company. I will be visiting clients and consulting with the big boss.

To do my job you will need to be studying for a long time and be good at maths and statistics. You will not be dealing with the aircraft directly, but speaking with different employees is part of the job and I like that side of things. Next year I will be moving to London because we are going to start new operations and I'll be flying with Gulf Speed Airlines. You see, I get free flights all year round!

UNIT 2

Track 9

Interviewer: Welcome to our daily programme on the Arab World; Yesterday, Today and Tomorrow. Today, Professor Hadi will talk to us about UAE trade history and the development of its transport infrastructure.

Welcome Professor, thank you for giving us your valuable time today.

Professor: Thank you Abdullah, I'm delighted to join you.

Well, the UAE has had an amazing journey in the last 45 years. Indeed, before the 1970s, there had been very little thought given to the UAE's transport infrastructure and how it affected trade. Of course, the UAE has a proud history of sea trading, due to the country's position on the trade route between the East and the West.

Interviewer: Really, so what do you think have been the major changes to the UAE's sea trade over the years?

Professor: The UAE has a long history as an international trading centre. By the 1870s, Dubai had already been identified as the principal port on the Gulf coast, but in the early 1900s it was declared a free port and then it really took off. Deep-sea merchant ships then began to anchor offshore, transferring their goods onto dhows to transport them to Dubai and Khan Creek.

Interviewer: Can you give our listeners an example of some of the infrastructure problems at that time?

Professor: Certainly. Moving goods had been a major problem for traders before purpose-built containers were introduced. The port provided basic warehouse facilities for some cargo, but most was simply stored on the sand awaiting collection. Before 1959, moving goods from dhows to the port was slow and had caused some problems, until a crane was brought from Scotland to improve the process.

Before the Government decided to expand the UAE's ports in 1976 and 1979, the level of trading was limited. Then, in 1976, the Government started building the Port at Jebel Ali, which was completed in 1979. Jebel Ali Port is the biggest man-made harbour in the world and has improved the UAE's trade greatly.

Interviewer: So, were there any other barriers to trade?

Professor: Yes, of course, the transportation infrastructure caused significant problems. Historically, traders had transported their cargoes from ships by a donkey cart, which was a slow and difficult process.

Some, of course, were lucky enough to have access to a pickup truck.

Interviewer: Yes, I can imagine that would have been a difficult time. When did it begin to change?

Professor: Before the 1970s, there were no roads, so sand tracks along the beach were used as trade routes between Dubai and Abu Dhabi. The UAE government soon realised the importance of opening up communication highways across the Emirates. Initially, the government constructed single lane roads, but they realised this would not meet the increasing demand. Later, vehicles that had travelled along these single lanes, were able to use two-lane highways, which helped the problem. Today, however, the UAE has an amazing network of communication highways, not only connecting each Emirate, but also connecting the UAE with other regions.

Interviewer: How interesting. Do you think that the transport infrastructure has improved?

Professor: Yes, certainly, but there is always room for improvement. In fact, it is hard to imagine, but a train will run through the Emirates of the UAE in the very near future. This train will stop at schools, malls, and other community areas, which will definitely have a great impact on the UAE.

Interviewer: That's fascinating. Do you think the new railway will have a major impact on the UAE and its businesses?

Professor: Yes, I do, without a doubt. The railway will provide more infrastructure for trade and the transportation of cargo and goods, which will have a huge impact on business in the Middle Eastern region.

Interviewer: Thank you for your time today. It's been very interesting and we look forward to the new railway system when it arrives.

Track 10

Interviewer: So, were there any other barriers to trade?

Professor: Yes, of course, the transportation infrastructure caused significant problems. Historically, traders had transported their cargoes from ships by a donkey cart, which was a slow and difficult process. Some, of course, were lucky enough to have access to a pickup truck.

Interviewer: Yes, I can imagine that would have been a difficult time. When did it begin to change?

Professor: Before the 1970s, there were no roads, so sand tracks along the beach were used as trade routes between Dubai and Abu Dhabi. The UAE government soon realised the importance of opening up communication highways across the Emirates. Initially, the government constructed single lane roads, but they realised this would not meet the increasing demand. Later, vehicles that had travelled along these single lanes, were able to use two-lane highways, which helped the problem.

Today, however, the UAE has an amazing network of communication highways, not only connecting each Emirate, but also connecting the UAE with other regions.

Track 11

Father: Come on son. We need to discuss your wedding. What are your plans?

Son: I don't know, Dad. I suppose we'd better think of a venue. I was thinking about having my wedding party at the Majestic Hotel. What do you think?

Father: I don't know. How many people do you want to invite. It might be too big.

Son: About 400.

Father: 400!!!! You don't know 400 people!

Son: I do. There's all the members of the family, my friends, my work friends, our neighbours ...

Father: Wait a moment! Are you sure you want to invite so many people. I remember when your mother and I tied the knot. I didn't have nearly so many guests. In those days, we would only have a few people at the wedding party – you know, close family and neighbours from the village.

Son: Yes, Dad. But times have changed.

Father: They certainly have. The Majestic Hotel? I had my wedding party at your grandparent's home. That's what people used to do. They'd set up a large tent and the wedding party would take place there.

Son: But, it's a very important day. I want to celebrate it with everyone I know and make it an event they will never forget.

Father: But why do you need to celebrate in an expensive hotel? Although we used your grandparent's home, it was still an event to remember. All weddings were events to remember. Neighbours and family would help with the preparations. For a bride's wedding party, the bride's mother used to help her daughter prepare for the wedding ceremony.

Son: Ah, yes. That reminds me. I hope Ayesha remembers to check that the white wedding dress will be ready in time.

Father: White? A white wedding dress?

Son: Of course. All brides get married in white, don't they?

Father: Your mother didn't. Nor did your grandmother.

Son: What colour were their dresses?

Father: Green. That was the traditional colour of a wedding dress. All brides used to get married in green.

Son: Really? Wow! Anyway, you don't need to worry about the cost – I'll get 70,000 dirham from the Marriage Fund.

Father: I'm not worried. You know that up until a few years ago, families wouldn't worry about the expense. We used to have the best food and buy the most expensive gifts. It was easier because we didn't use to have so many guests.

Son: What did they spend the money on?

Father: Well, weddings would last for up to a week then.

Son: Is that why they introduced the Marriage Fund? To help people?

Father: Exactly! And also to try and limit huge spending on weddings.

Son: Great. The 70,000 dirhams should cover most of the costs of my wedding then?

Father: Probably. But you're forgetting one thing.

Son: What's that then?

Father: The fund used to be available to everyone, but now it's only to help people who have a low income ... and you have a very good job at the airport, don't you?

Son: Hmmm, yes I do. We've also got to think of the dowry. What did your family get Mum?

Father: Well, your grandfather had a really good job so we gave a really good dowry.

Son: How much?

Father: A lot! That was normal then. The groom's family would lavish gifts on the bride's family.

Son: What sort of gifts?

Father: Jewellery, camels, gold, money ...

Son: Are they going to do the same?

Father: I'm afraid not. Dowries are controlled now by law. They didn't use to be. There is a limit.

Son: OK. What else? Ah, yes, I know – the honeymoon.

Father: The what?

Son: The honeymoon. You know – when the bride and groom go on a holiday to start their married life. Don't tell me – married couples wouldn't go on honeymoons in your day?

Father: Well, yes, they did ... sometimes. But honeymoons didn't use to be as popular as they seem to be now ...

Track 12

Abdullah: Welcome back, viewers. Now, as some of you will know, Al Janadriyah Festival is taking place in Saudi Arabia at the moment. We're going to speak with our reporter Hassan Al Otaibi who's there now. Good afternoon, Hassan. Are you enjoying the festival?

Hassan: Good afternoon, Abdullah. Yes, I'm having a wonderful time! I'm here now with Mohamed Al Hassani, one of the festival organisers, and Faisal who is here with his family. Mohamed, could you tell our viewers about Al Janadriyah Festival?

Mohamed: Certainly, Hassan. Well, the festival started in 1985 and takes place every year around February or March for two weeks. It was started as a way for everyone to come together to celebrate our traditions and preserve them in this rapidly changing world. It's very important we do this, because I'm sure no one wants to see them disappear.

Hassan: Would you mind telling us about the cultural traditions one might see on display here?

Mohamed: Not at all. Al Janadriyah is a major cultural event here in Saudi Arabia and anyone can come. We open the festival with a camel race each year, and you can also see horse races and displays of falconry. These animals are significant to our cultural history and identity, so it's important to us that we celebrate them ...

Hassan: Mm ... and what about the handicrafts you might see here at the festival?

Mohamed: Well, we have many handicraft artisans who come to the festival. We like to think that the festival is a kind of 'cultural village' where you can come and see these traditional crafts being made.

Hassan: That's fantastic, Mohamed, thank you.

So, Faisal is this your first year at the festival?

Faisal: Hi, Hassan. Actually, no, it's not. We've been coming to the festival for a long time now.

Hassan: Oh really? Have you seen many changes?

Faisal: Oh yes, definitely. In the festival, in the people – a lot of changes!

Hassan: Could you explain that in more detail?

Faisal: Yes, of course. The festival has areas for different countries now, for example, we've had Japanese and German villages at the festival more recently. Also, more families come to the festival now than they did before.

Hassan: And what do you think about that? Is it a positive change?

Faisal: Well, I'm not sure. I think it's good that more families come, because it's important for children to learn about our culture, history and traditions, but I think that if we make the festival too international, we could lose what we are trying to preserve.

Mohamed: Could I just come in here, Hassan?

Hassan: Yes, please go on.

Mohamed: So, what you're saying, Faisal, is that the festival should only be about Arab traditions?

Faisal: Well ... yes. This is not an international festival; this is a national festival.

Mohamed: I'm sorry, but what do you mean by that?

Faisal: I mean that if we make it international, we could lose our cultural identity. This is not a festival for Japan or Germany.

Mohamed: Um ...

Hassan: Yes, Mohammed. What would you like to say?

Mohamed: Thank you, Hassan. Well, I think it's important to include other countries, so that people can learn about their cultures, traditions and history too. It's important for our children also.

Faisal: Yes, but, sorry, could I just interrupt for a moment?

Mohamed: Go ahead.

Faisal: Well, that's fine, but our children already learn about other countries at school, on the Internet and on social media. So, I think festivals like Al Janadriyah should stay as they are and we should try harder to protect them.

Mohamed: I'm afraid I must disagree with you there, Faisal. It is true that the new generation has more information available at their fingertips, and that they are interested in other cultures and traditions. But, they are also interested in our cultural history. So, Al Janadriyah Festival helps them learn about different cultures side-by-side with ours and for real, in front of their eyes, not on a screen.

Hassan: Sorry, Mohamed, I must stop you there, I'm afraid we're out of time. Back to you, Abdullah, in the studio.

Track 13

Hassan: I'm here now with Mohamed Al Hassani, one of the festival organisers, and Faisal who is here with his family.

Mohamed, could you tell our viewers about Al Janadriyah Festival?

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Faisal: Yes, but, sorry, could I just interrupt for a moment?

Mohamed: Go ahead.

Track 15

1. Could you tell our viewers about Al Janadriyah Festival?
2. Would you mind telling us about the cultural traditions on display here?
3. What about the handicrafts you might see at the festival?

4. Could you explain that in more detail?

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7. Could I just come in here?

8. Sorry, could I just interrupt for a moment?

UNIT 3

Track 16

Speaker: Good afternoon. In today's lecture, we will discuss the evolution of global communication. First, we will look at how communication has developed over the centuries and what role technology has had in this development. Then, we will discuss what the future holds with regard to global communication and its technologies.

From ancient times, humans have looked for ways to communicate with each other, so that they can pass on and receive information. Paintings of animals have been found on the walls of caves dating back thousands and thousands of years. It is assumed that the purpose of these paintings was to advise others about which food could be found nearby or to warn others of possible dangers.

As spoken language developed, so did communication. People used to live in small communities where stories were passed down from generation to generation through an oral tradition, but the stories remained within these communities. Then, as people started travelling more, especially for trade, these stories were passed between different cultures.

The rising importance of trade led to the introduction of symbols to represent numbers. This, in turn, led to words being presented through pictures. A good example of this are the hieroglyphs used by the Ancient Egyptians. This was a major advance on the cave paintings mentioned earlier, yet what was really needed was a more efficient and cost-effective way of communicating with a wider audience.

It is clear that developments in technology and communication have gone hand in hand. We can see this in both the use of paper as a writing material and the invention of the printing press. Documents soon became more available for their production was much faster and easier; meaning they could be distributed to many more people.

Both the Industrial Revolution and further developments in transport ensured that information began to reach a worldwide audience quicker than it ever had before. Since then, advances in technology have nearly always brought about advances in communication.

The discovery and control of electricity led to electrical telegraphy, which allowed for the development of the telegraph. This naturally led to wireless and radiotelegraphy, and the era of telecommunications – radio and television.

Not only through our advances in electronic technology, but also in the development of satellite communications, can we now say we are experiencing a digital revolution. The World Wide Web, email and mobile phones mean that we truly are global citizens. Whether we want to communicate with someone on the other side of the world or we want to see what's happening in another part of our country, we can do it all at the touch of a button.

But, is this a positive thing for mankind? We have moved from communicating within small, close-knit communities, to being able to communicate with people from all over the globe. There are clear advantages for this: we can access information instantly, we can communicate with and know more about other countries and cultures, we can stay in contact with family or friends who may live far away from us. But, are our communications real and meaningful anymore? Today, we can go for long periods of time with neither seeing nor meeting the people we are communicating with. Also, we can be so glued to our devices that we are disconnected from those around us, like our families.

And, we haven't finished yet. Advances in technology and communication have been so rapid over the last few decades that it is difficult to keep track and there doesn't seem to be any sign of them slowing down. In the next part of this talk, we will look at how communication may develop in the years to come and how it may further change our personal relationships ...

Track 17

Well ... I don't know ... It seems that people prefer to communicate by message whether it's a picture or an emoji ... don't you agree? So ... are we losing the art of conversation or, just maybe, playing with language and communicating more? Let's face it, in the past our communication was limited, but now all our friends, family and work colleagues are at our fingertips.

Personally, I think text messages allow for a creative use of language. English is, after all, always changing ... I mean, new words are added to the dictionary regularly, for example 'texting' and 'meme'.

In addition to this, the meanings of words are ever changing and they evolve over time. Look at words such as 'tweet', 'google' and 'viral'. When I was a kid, they meant very different things – in fact, I don't think the word 'google' even existed!

I have to say, I also believe that texting encourages people to write and communicate more, and this can only mean good things for language use and development ... right?

However, it has to be said that, in some cases, I feel texting can make people lazy and it hinders oral communication. For instance, I know a lot of people who prefer to send messages rather than actually speak to a person. And you know something? I'm not sure I like the current trend of my friends and colleagues using

text speak in their conversations. Be honest ... have you ever said LOL, OMG, IDK or IRL?

I guess, as with everything, there are pros and cons. So ... do what I do ... understand the background and keep on texting!

Track 18

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Track 19

Narrator: The VR platform from Creative solutions – speak to Charlie and he will control your living room media.

Ali: Voice recognition ON.

Ali: Charlie can you tell me what time it is, please?

Charlie (Robot): It is 7 o'clock, Sir.

Ali: Thanks. Charlie – turn on Sky News Arabia please.

Charlie: Yes, Sir.

Ali: Settings – increase volume by five bars - dim light by ten per cent – alter screen projection manual remote controller.

Narrator: Half an hour later.

Ali: Charlie, switch to film channels – classic films – recall from memory.

Charlie: Yes, Sir.

Ali: 16 point 1 versions – black and white, please – select Western categories – standard screen settings – play!

Narrator: Later that evening.

Ali: Switch to sports – search for tennis tournaments.

Charlie: Yes, Sir.

Ali: USA based, please – select Cincinnati – Court 5 camera – play!

Narrator: Ali retires to bed.

Ali: Ok – turn TV off– voice recognition off .

Charlie: Goodnight, Sir.

UNIT 4

Track 20

Presenter: Ok, so welcome back to Radio Richmond and the Arts and Culture show, and as promised we're delighted to welcome Alison Collins. Alison's the proprietor of the Majlis Gallery and she's here to talk about one of the oldest, if not the oldest art gallery in Dubai. Welcome Alison. How are you today?

Alison: I'm absolutely fine, delighted to be on this programme with you all.

Presenter: Excellent! So first of all, can I ask, am I right in saying you opened the gallery in 1989 and in a building that was previously your home?

Alison: Ah, yes, it's sort of true, but although it officially opened in 1989, I'd been doing what you would call, I suppose, impromptu soirees prior to that for about ten years – exhibitions for visiting artists and things, and that was just sort of very informally in my home. That was sort of where the concept came from.

Presenter: How exciting. So, how come you chose this particular building?

Alison: Err, the building chose me, actually. When I first came here it was to work as an interior designer and I used to walk down through this area, which is now called Al Fahidi Historic Neighbourhood, to go across to Deira where I had a big project on the abris. I really fell in love with the houses here and very fortunately, through having cups of tea with people in the souk, I managed to get the lease on one of them – that was in 1978.

Presenter: Wow!

Alison: We moved in in 1979 and then, as they say, the rest is history.

Presenter: Oh, my goodness! So, what can you tell us about the gallery, what sort of exhibitions do you put on? What sort of art do you try and showcase?

Alison: We're fairly mainstream in lots of ways, although, you know, we, most of our artists are what you would call contemporary artists, you know, they're, nearly all of them are alive. A few, very sadly, we've lost along the way, but then when you've been operating for over 35 years, that's bound to happen. It's fairly, I wouldn't say representational, although we do have a reputation for traditional watercolours really, as much as anything. But it's a very broad spectrum. As long as I like it then we show it. I'm the kind of conduit that everything channels through.

Presenter: It all comes through you?

Alison: Yeah.

Presenter: So do you, I mean, do you have things like sculptures?

Alison: Oh, yeah.

Presenter: Would you ever have things like bronze sculptures?

Alison: Yeah, we have sculpture and glass-. I adore glass, especially handmade glass. So, there's ceramic, sculpture, glass, a certain amount of textiles too. Well,

you know, it sort of, it changes the whole time, I mean the gallery that's static is pretty boring.

Presenter: Ok.

Alison: We move things around, even though the juxtaposition between pieces of art is quite an interesting kind of thing to play with as well.

Presenter: Yeah, how you set them out in the gallery.

Alison: Yeah.

Presenter: So, what do you think sets you apart from other galleries? Because I notice if I walk around the neighbourhood now that there seem to be quite a few galleries that are set up in this particular part of town.

Alison: I think the biggest thing is the fact that the artists that we represent are international and we don't really have a strong theme. Quite a lot of galleries concentrate on particular countries or even within the Middle East. But we have painters from England, France, South America, Australia, you name it – we're like the League of Nations, really.

Presenter: Ok, so would you say you've got a reputation for showing art across the spectrum?

Alison: Yes, but the uniting factor is that all of our artists, whether they live here or not, and most of them don't, they visit for at least a month every year. So there's a very strong affinity between them and Middle Eastern culture.

Presenter: Ok.

Alison: I think people don't realise quite how fascinating this part of the world is to people from around the world.

Presenter: Ok, so, thinking about, what might happen in the future in terms of the art scene. What role do you think the Internet's played, or will play in the future, with regard to physical art galleries like this? Do you think that art galleries will survive, will people still come in?

Alison: Oh yeah, without a doubt. I mean, just as with books, there was the whole thing of electronic books that was quite a big element for quite some time, but ... it's the tangible – you've got to be able to look and feel, and see things properly.

I get artists sending me jpegs of work and I think that looks interesting and then when it actually turns up it doesn't quite have, you know, it doesn't have the soul a painting needs. So, I think from the point of view of Internet selling, I don't think it'll ever surpass people actually visiting galleries and seeing and meeting artists really.

But the big thing that the Internet has done is to make communication so much easier. When I started out, the only means of communication was telephone or telex and it used to take weeks, months to set up an exhibition, but now you can do it in a couple of days.

Presenter: It's such a big change, isn't it?

Alison: Yes.

Presenter: Thank you so much for coming to talk to us today and I really hope that some of our listeners will think of coming to visit the gallery in the future.

Alison: I'd be delighted to welcome them.

Presenter: Thank you so much Alison. Thank you, bye bye.

Track 21

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Alison: Yes.

Track 24

Once upon a time there lived a hare. This hare was an extremely sociable and helpful animal and it had time to speak to all the other animals. Whenever an animal wanted help or advice they always went to the hare. Even if the hare was very busy, he always made an effort to listen to their problems and find solutions.

When the horse couldn't find her children, the hare led a search party to find them. One day the goat hurt his back so the hare took care of him and nursed him back to health. On the day that the bull arrived, everyone was scared of him and he felt very lonely. It was the hare who introduced him to everyone and made him feel at home. Another day the ram got caught in a fence. The hare immediately gave up what he was doing and went to free him. A day later the calf got stuck in some mud and couldn't move. It was the hare who organised a rescue party to pull her out.

One morning, the hare was woken up early by the sound of wolves howling. He went outside and in the distance he could see a pack of angry wolves running towards him. At first, the hare was really scared but then he thought that he could trust his friends could help him. He ran to the horse and asked her to carry him on her back away from the wolves but the horse said that she had some important work to do for her master and was absolutely sure that all the other friends would help.

The hare then approached the goat but the goat was afraid that if he carried the hare he might injure his back again. He suggested that the hare ask the bull. He was sure to fight off the wolves with his horns. But the bull said he was busy and had arranged to meet some friends. The bull told the hare to go to the ram as he knew he was free and wasn't doing anything. The ram replied that he would really love to help the hare but didn't want to interfere as wolves have been known to kill and eat sheep. However, he said that the calf was sure to help. As a last resort, the hare begged the calf to carry him on his back. Unfortunately, the calf explained, she was unable to take responsibility as so many older animals than herself had made excuses and refused and she didn't want to go against them.

By this time the wolves were getting closer and closer. The hare decided that it was better to turn and run away as fast as he could to escape the very hungry wolves. He had learned his lesson.

Track 25

Director: Ok, that's it for now but there are still a few things we need to work on. Could everyone please come and sit down here in front of me ... Abdullah, I want this final scene to be right ... So ... King Edward will begin to walk across the stage and move towards the audience.

Abdullah: Like this?

Director: Exactly, it has to appear realistic and natural. Then, as he heads for centre-stage, the servants will run away from him and then dash off towards the wings.

The King will shuffle back towards the curtain when the Duke appears, moving towards the audience. The King is angry and stares across at him before pacing towards the servants who flee. He'll catch up with them and force them to bow down to him. Hassan then enters the room on-stage and Sultan, your character retreats into the background. That's the end of the scene. Could we have another go please? Yes? Ok, everyone, let's go!

Track 26

So ... what foolish idea led me to set off for a hike in the mountains with my friend Sultan, I don't know. But, you know, when we set off, it was a beautiful autumn day. We had our jackets, some food, a map and my phone. I mean, what could go wrong?

By the time we had reached the top of the mountain, we were exhausted. We sat and rested for a bit, then we had some food and I took loads of pictures. After our break, we packed up our things and we began to head back down the mountains. The clouds had begun to gather in the sky, the air had grown colder and the sun had begun to go down.

'I think we need to move quickly, it's getting cold and soon we won't be able to see much,' I said, as I pointed to the mist that was descending over the mountains. Boy, did we hurry back in the direction we had come from. I kind of remembered that I had read on the map that there were some dangerous ledges in these mountains, but I decided not to mention it. I mean, what was the point in making a bad situation even worse ... right? While we walked on, the mist closed in around us and the path felt very unfamiliar.

So I suggested to Sultan that we needed to check the map and asked him if he had it in his pocket.

Sultan stared blankly at me and replied, 'No' and with a creeping panic in his voice, he ordered me to check the bag.

As you can imagine, I was trying to stay calm, but I dumped everything on the ground ... no map.

'It's not here.' I stuttered. Sultan just looked at me and walked on. I grabbed my things and followed him.

I zipped up my jacket trying to keep warm and keep the damp mist out. As you can imagine, I felt cold, miserable and scared. We walked in silence, mostly because we were afraid to put into words the danger we were in.

Sultan stopped suddenly in front of me.

'What?' I said. He looked unsure.

He said unsteadily, 'We're climbing again, we're on the wrong path, we've been walking for ages, it must be really late.'

I took my phone out of my bag, it was 9 pm. We were lost, cold and hungry. What were we going to do?

Sultan was getting frantic, 'It's going to get much colder, we can't see where we are, it's dangerous.'

'We're definitely in trouble!'

I slumped on the ground ...

UNIT 5

Track 27

Zainab: Hi, Noora, how are you? What have you been up to?

Noora: Hey, Zainab, I'm ok thanks. Not much really, I went to see this great movie yesterday though!

Zainab: Oh really? What did you see? I love films!

Noora: Ah, I've forgotten the name of it! But it was great, and so exciting! I loved it because I couldn't figure out who'd done it. You know, it was one of those movies where just when you think you've worked out who the bad guy is, there's a twist and you have to think again.

Zainab: Oh ... you're talking about that new detective thriller, aren't you? Oh I don't like those kinds of films at all.

Noora: No? Why not?

Zainab: I don't know; I just think that films should be an escape from reality. I always find watching crime films a bit stressful and definitely not enjoyable!

Noora: Really? I love the suspense and sitting on the edge of my seat! I go for those kinds of movies all the time, I think they're so exciting.

Zainab: Hmm, yes, I can see why, but they're not for me. I'd much rather relax to enjoy a film.

Noora: So, I guess you'd prefer a comedy?

Zainab: Yes, but they're not my favourite. I mean, I'll watch a comedy occasionally, but not very often.

Noora: Ok, so what's your favourite kind of movie?

Zainab: Umm ... My favourites are probably fantasy or mythical films.

Noora: Oh, no! Like ones with dragons and different lands?

Zainab: Haha! Yes, why, don't you like them?

Noora: Erm ... no sorry, I really don't like those kinds of movies. I just don't see the point, they're all made up and kind of like children's stories.

Zainab: No way! Ok, so some of them are for children, but not all of them. And I like that some of them are based on really old stories and myths. I think they can be learned from. Also, I like to watch them because they generally have a lot of action and adventure, but also happy endings.

Noora: Haha! See! They're for children.

Zainab: Haha, no! Not always. And what's wrong with a happy ending? It's nice to see the good guys win.

Noora: I guess so, but I can't seem to watch them without rolling my eyes!

Zainab: Oh dear, well, I like them because they're so imaginative and not related to reality at all. I watch them fairly regularly to take my mind off things and escape.

Noora: That's nice. Hmm well it seems we might have different tastes – and I was going to ask you if you wanted to come see a movie this weekend!

Zainab: Haha, oh dear! Well, we'd better start planning now or we'll never decide!

Noora: Haha, true!

Track 28

Interviewer: ... and welcome back to Talk Arabia. The show that keeps you company on your way back home from work. If you were listening before the news, you will know that we have been discussing the notion of celebrity. Joining me this afternoon, live in the studio, I have a very special guest. Maitha Al Kaabi has just written a book which examines the idea of celebrity status in the 21st century and how it impacts our lives. Welcome to the show, Bader.

Maitha: Many thanks for inviting me. I am very happy to be here.

Interviewer: So, Bader, why write a book on celebrities? Hasn't this been done before?

Maitha: Just to clarify, this isn't a book on celebrities. It's more an examination of how the very notion of celebrity has come to play an integral part in our lives and why we have become so fascinated by people in the public eye.

Interviewer: Ok, sorry, my mistake. So please tell us more. Why do we crave news about our favourite celebs?

Maitha: Well, quite simply, it's because it's out there and is easily accessible. Not so long ago, people only got news from the celebrity world from magazines which were only published monthly. Now, with the Internet, social media, Twitter and the rest people have access 24 hours a day.

Interviewer: Yes, I get that but surely there must be an element of supply and demand there. Fans only look for information about their favourite star because they know it's out there.

Maitha: Absolutely. What has been noticeable over the last few years is that celebrities are doing everything to remain in the limelight.

Interviewer: What do you mean?

Maitha: Well, you often hear celebs complaining about the paparazzi, compromising photos being leaked to the press, invasions of privacy ...

Interviewer: Yes ...

Maitha: But it's not unknown for some stars to tip off journalists, or secretly send photos to magazines.

Interviewer: I don't believe that.

Maitha: It's true. Any publicity is good publicity, even if it's negative.

Interviewer: Hmm. Interesting. Let's move on. I've noticed in recent years the increasing number of reality TV shows. What's the reason for this?

Maitha: Well, people have become so fascinated with the rich and famous that they seem to want to experience the lifestyle themselves. They want to be photographed all the time, attend red carpet events, and be in the

spotlight 24/7. You know, lead the life that I imagine you lead.

Interviewer: I don't think so – I'm not that well-known. But, seriously, why do people want this?

Maitha: As I said, they want the money. They want the attention. Talent isn't important and that's one of the main differences between celebrities of old and celebrities now. It's also why we are seeing such an increase in reality TV shows. Anyone can become famous.

Interviewer: Great. We need to take a short break now but let's continue with this after the news. If you have a question or opinion on the notion of celebrity, we would love to hear from you. The lines are open and we will make sure everyone gets a chance. Please call us on ...

Track 29

Good evening! This is Sarah Haddad with you tonight, to give you all the latest celebrity gossip.

To start off with tonight, we hear that there is yet another celebrity marriage on the rocks. Yes ... that's right ... another one bites the dust! This famous footballer and his actress wife, who tied the knot only a year ago, were photographed leaving an awards ceremony separately.

Now, he was asked about this in an interview but didn't respond. Meanwhile, his wife was seen three days ago meeting her friends for lunch. They looked to be having a heart-to-heart, but whatever was said we are still none the wiser.

We here at Celebrity News Tonight feel that this is probably a publicity stunt, as her new film is due for release soon because they were seen together only two weeks ago and both seemed ultra-happy. Anyway ... watch this space!

Moving on ... it's almost Fashion Week and we are set to see some dazzling looks on the red carpet. The designers have created some stunning clothes that will surely be in the shops next season.

However, you don't have to spend a fortune on getting the 'look', you can get inspiration from those top designers and adapt the design to suit your needs.

This is what Zara Hamad did, and now she is making a name for herself as a designer in her own right. She will be presenting her work next year at Fashion Week. We're so excited to see what this up and coming young designer comes up with!

And last but not least, the Spanish national football team has made a 50 million euro bid for an unnamed 22 year old French national who has scored eight goals in his last eight matches. Hmmm ... I wonder who that could be? The bid was made last week and now the striker seems likely to make a move to the La Liga side after spending just a year in the Bundesliga.

If he continues to score goals at this rate, he will surpass players like Suarez and Messi.

With this season coming to an end, it's going to be the coming year and his performance for his new club at home and in the Champions League, that will decide if he truly is one of the greats.

That's all we have for you tonight ... check in with us tomorrow to find out who is expecting triplets! From me, Sarah Haddad and all of us here at Celebrity News Tonight, we wish you a very pleasant evening and sweet celebrity dreams.

Track 30

Speaker 1: Abdullah – actor

Ok, what do I think of fame? Hmmm. Well, I suppose, being in the spotlight – you know, in the public eye all the time, does generate an enormous amount of pressure. What I mean is, you've got to look good all the time, be dressed correct – properly. Er, you've always got to be happy and well ... well- behaved because you never know where the photographers – the paparazzi – will be. But, you know, I wouldn't change it for anything. Let's not forget that fame does have a positive side. I mean, I can do things which I never would have been able to do if I wasn't well-known. Fame has opened many doors and given me so many opportunities, and let me meet so many wonderful people. Yeah, I wouldn't change it for anything.

Speaker 2: Sultan – footballer

You know, I don't see myself as famous. I'm just a normal person ... yeah, I know lots of people know who I am but, I'm just someone doing a job. Sure, it's a job I love and this means I'm a lucky guy. I see other sports people who can't cope with being in the public eye all the time. It's like, they don't know how to behave and can't deal with all the publicity – you know – constantly being followed by reporters hoping to find the story. It's a real shame. I've seen so many careers destroyed like this. I don't want that to happen to me so I, er, I keep myself to myself and just do my job. Sure, I see myself as a role model to the kids – that's really important – they need someone to look up to, to respect, but part of that is setting boundaries. To put it another way, my private life is my business and nobody else's.

Speaker 3: Mariam – children's book writer

For me, the best part about being famous is my fans. What I mean is I love meeting my fans – my readers. You know, without them, I wouldn't be so famous ... I mean so successful – I owe them everything. Sure, having to be pleasant all the time can sometimes be a struggle, but what I mean is it's difficult to give 100 per cent all the time. I think that's the problem with a lot of celebrities now – they forget who made them famous. I think it's great meeting one of my readers and being able to talk about my book. You receive ... you get so much valuable feedback and it makes you feel really good.

Speaker 4: Kholoud – fashion designer

You know, it's really strange. I don't understand fame ... sorry, I mean I understand fame but I don't get why people want to be famous and constantly be in the limelight, and put their private lives under scrutiny ... you know ... let the public know everything about them. But it's weird because I need these people. To put it another way it's like ... it's like, without these famous people, I wouldn't be famous, so, for example, if I design a new dress the best thing is for a celebrity to wear it at a red carpet event, er, a celebrity party so everyone gets to see it. If a popular actor or sports person wear some of my clothes at a party – it's really good publicity for me. But me ... I ... er ... er ... if I can get away with it, I don't normally attend such events. I'm away from home a lot doing fashion shows and other things ... so whenever.

PCM 1 Text construction



Singapore



The city is an important tourist destination that offers a range of attractions for its visitors. It is a lively city-state full of Asian warmth and hospitality. A place where old and new have coexisted peacefully, from traditional areas of Chinatown and Little India to contemporary Marina Bay.



The city is safe and easy to walk around; it has the world's lowest crime rates. English is spoken widely, making it easier for travellers sightseeing, shopping, and visiting other attractions. The local culture in this tourist hub is a mix of Chinese, Indian and Malay. All have been living in harmony, following their own traditions and social values.



Tourism is now the most important part of the city's economy, about 15 million travellers visited last year. Over half of the visitors came from nearby countries, mainly Indonesia, China, Malaysia, Australia and India.



The government will continue to invest in the tourism sector of the country to increase the number of visitors. Future plans include reclaiming land for the growing population and the development of the Marina. Tourism is set to be a major contributor to the economy for the foreseeable future.

PCM 1 Text construction



Abu Dhabi



This capital city has quickly become a top destination for visitors attracted by its culture, heritage and traditions. The city was founded when a young antelope led a wandering tribe to fresh water, on an island with no more than 300 palm huts. It has since become a modern successful metropolis and a world class destination with its own unique style and attractions.



Recent years have seen business tourism increase due to an excellent selection of convention centres and luxury hotels. Tourists can enjoy a ride on the world's fastest rollercoaster, visit the Grand Mosque, take a trip back in time at the Heritage Village or relax on white sands at the beach.



As well as these landmarks, tourists have the opportunity to explore its rich culture and heritage. A nearby area boasts an archeological site, which has been a UNESCO world heritage site since 2011.



There has been a great deal of investment in tourism, real estate and retail, the vision is to change income from oil and gas to tourism. A wide range of attractions and facilities will continue to be developed to encourage visitors. An example of this is the Warner Bros theme park to be opened in 2018, a project that is planning to attract tourists and create over a thousand new jobs.

**Red herring paragraph!**

This ancient city is easy to reach from Europe and offers tourists a unique experience that cannot be found anywhere else! History can be found in the buildings, festivals, traditions and people. Getting lost in the alleyways of the old city will bring you face to face with snake charmers, juggling monkeys and talented local artists and craftsmen.



The most important thing I learned in this lesson is ...

In this lesson I have learnt that ...

I did not know how to ... but now I can ...

I was successful in this lesson when I ...

One thing I need to remember from this lesson is ...

Before this lesson I could already ...

Today I found out that ...
Another thing I know now is ...

The skills I used in this lesson were ...
I could also use these skills to ...

<p>Your communication habits</p> <p>How do you communicate with your family and friends?</p> <p>How much do you use your phone? What do you use it for? (phone calls, messages, social media, etc.) Who do you speak to? Do you use it when you're with other people? Do they get annoyed?</p>	
<p>Your technology use</p> <p>What other devices do you have? How many? What do you use them for? How much do you use them?</p>	
<p>Your opinion</p> <p>Do you think you're online too much?</p> <p>Do you think people can become addicted to being online?</p> <p>Are there any negative effects of technology? Do you worry about them?</p> <p>What are the positive effects of technology?</p>	

PCM 4 From Telegrams to Texts

Use this table as a checklist to assess your writing.

Targets	Yes/No	Example
<p>I have used identifiable paragraphs.</p> <p>I have used topic sentences.</p>		
<p>I have an introduction and conclusion.</p>		
<p>I have written an overview of my essay in the introduction.</p>		
<p>I have used linking words that add information.</p>		<p>_____</p> <p>_____</p> <p>_____</p>
<p>I have used linking words that give examples.</p>		<p>_____</p> <p>_____</p> <p>_____</p>
<p>I have used linking words that sequence my writing.</p>		<p>_____</p> <p>_____</p> <p>_____</p>
<p>I have used words and phrases that express an opinion.</p>		<p>_____</p> <p>_____</p> <p>_____</p>

PCM 5 How to avoid identity theft

How many passwords do we need to have today? It is a really good idea to have one for shopping, one for banking and one for social media. If any of your accounts are compromised and you use the same password for them all, then you may lose everything; once one account has been hacked, all are open to the same problem.

What people don't seem to realise is that identity theft is a serious crime. Thieves who have access to your personal details can take control of your life and use your identity for their own financial gain. When this happens, it is almost impossible to prove, and often you will never get back the information and money that has been stolen.

Would you leave your front door open and allow just anyone to stroll in and take your personal belongings? The same applies to your personal devices, which hold a lot of private information. It may be annoying to have to put in your password 20–30 times a day but think of the alternative; one day, you may wake up to find your credit card has been used in Hong Kong and you've never been there! You may have a new subscription to Netflix

(and you never watch TV). Worse still, you may never find out if someone has hacked into your system and used your personal information without your permission.

Did you know that most public hotspots will not encrypt information? This means that any information leaving your device is susceptible to theft. When you are sitting in the coffee shop enjoying your latte, any malicious individual, who is sitting nearby with certain software, may have access to your encrypted data. This is really frightening and you should always be on your guard. Do not conduct any transactions or banking while connected to a public hotspot.

Many popular online stores and airlines often ask if you would like to save your payment details. Although data security breaches, where personal financial information can be stolen, are rare, it is better to be safe than sorry and never save your credit card details. Why take the risk?

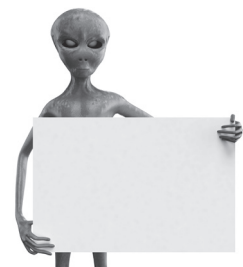
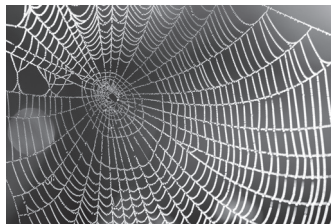
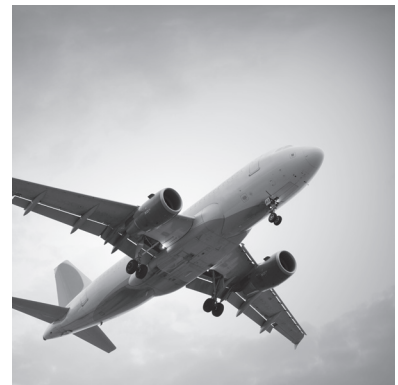
Finally, phishing emails, which attempt to acquire personal information, are becoming more and more effective in targeting victims and persuading them to follow a link. Unless you are 100% certain, don't click!

PCM 6**Self-assessment – can do statements**

Tick the boxes that apply to you and write a comment where appropriate.

Statement	Yes/No	Comment
I can read a lengthy text and answer comprehension questions accurately. I can write a blog. I can write a response to a blog. I can identify the different genres of writing. I can identify the features of different genres. I can identify different ways modal verbs are used.		

PCM 7 A picture pack story



PCM 8 Newspaper articles

Online shopping in UAE

A lot of people use their credit cards for online shopping, buying different stuff from different websites all around the world. But people should think twice before buying things online or swiping their credit cards in stores. According to security experts, cybercriminals are becoming smarter in accessing people's personal data in order to steal their money. Although financial institutions in the country announced that there haven't been any major security breaches reported, many people have lost money using their credit cards for online shopping.

More than 1500 drivers were caught driving over 200km/h

In only four months, more than 1500 drivers have been caught driving dangerously at over 200km/h on the roads – not thinking about their safety or that of other road users. As a result, police departments across the UAE are now trying hard to spread awareness about the dangers of speeding. One initiative has been to introduce the black and white points system. Careful, sensible drivers can be rewarded if they drive safely and follow the traffic rules. However, those who don't follow the rules and keep exceeding the speed limit could incur too many black points and lose their license. The aim is to improve driving conditions for all road users and reduce the number of car accidents that cause death.

Administrators abused their positions

Two administrators in a university accepted bribes from students who failed in their English proficiency exams (TOEFL and IELTS). More than 20 students paid between 4,000 AED and 20,000 AED to be enrolled in the university without having passed TOEFL or IELTS. The director of the university discovered the fact after failing to find evidence of them passing either of the proficiency exams in the university records. The police arrested the two administrators after the university decided to take legal action against them. The students were not able to complete their education despite having paid out so much money.

PCM 8 Newspaper articles

A friend helped his classmate to cheat in the exams

An 18-year-old student in Dubai tried to help his partner to cheat in the final exams but was caught immediately by the inspectors. The school administration decided to stop the student from completing the exam for this academic year. The school principal said cheating in his school is not allowed at all and the student will automatically fail this subject. The student said he just wanted to help his friend who was struggling in the math exam. The surprise was that his friend had never asked him to help him in the exam in the first place!

Emirati tourists should be careful of food poisoning

Ahmed Al Ansari travelled with his family to an East Asian country where they had decided to spend their summer holiday. Ahmed said "a lot of my friends told me to be careful of eating food in small restaurants, but me and my wife decided to try the local food anyway". Unfortunately, his child, Khaled, was poisoned, and they had to take him to the hospital emergency department. The doctor said they were lucky that the boy recovered quickly – particularly as children and the elderly can die from the effects of food poisoning.

PCM 9 Role Cards



CARD A

You are a famous actor.
You don't really like being famous. You ...

- hate having to look good all the time
- really miss your family
- get angry when every time you turn round there is a camera
- can't stand the constant invasions of privacy.

You will take part in a discussion on the pros and cons of fame. Remember to justify your arguments.

CARD B

You are a famous writer.
You hate being famous.
You ...

- just want to be left alone to write
- spend more time answering fan mail than writing
- hate speaking in public
- don't like travelling to advertise your books.

You will take part in a discussion on the pros and cons of fame. Remember to justify your arguments.

CARD C

You are a famous sports person.
You love being famous.
You ...

- love having so much money to buy whatever you want
- enjoy going to the parties for the rich and famous
- like meeting other famous people
- love being in the spotlight.

You will take part in a discussion on the pros and cons of fame. Remember to justify your arguments.

CARD D

You are a famous fashion designer.
You love being famous.
You ...

- enjoy being a role model
- appreciate the opportunities fame has created for you
- like being able to promote different charities
- love travelling all over the world.

You will take part in a discussion on the pros and cons of fame. Remember to justify your arguments.

1. Gather all the information about the movie:	The title of the movie:	
	Year:	
	The director's name:	
	The names of the actors:	
	The genre:	
2. Take notes while watching the movie.		
3. Analyse the mechanics of the movie.	Direction:	
	Script:	
	Costumes:	
	Settings:	
	Music and sound:	
4. Watch the movie again.		
5. Now based on your notes start writing your review.		

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